ROLE EXPECTATIONS FOR CHAIRPERSONS OF
OCCUPATIONAL THERAPY EDUCATION PROGRAMS

By

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There has been much theoretical writing about organizational roles,
but the empirical research examining that theory has been limited.
Particularly in a time of demands for accountability, an appropriate
area of research is to ascertain how a particular role is perceived,
ideally and actually, and to then examine the findings of that research
in the light of existing theory. This includes the need to study roles
in the administration of higher educational institutions. One often
overlooked administrative role in such institutions is that of the aca-
demic department chairperson, particularly chairpersons in relatively
new fields such as occupational therapy. Chairpersons in this area
have the demands of accountability to outside accrediting bodies and
for the competent delivery of health care in addition to a chairperson's
usual accountability to the university/college administration and to
their particular academic discipline.

The purpose of this study was to determine and define role expectations for chairpersons of occupational therapy education programs as held by the role incumbents and those who border that role, to identify possible areas of conflict arising from differences in those expectations, and to relate those findings to theoretical writings on role and role conflict theory. The theoretical basis of this study was Getzels and associates' work on administration as a social system.

Through the instrument developed for this study from the available literature on chairperson role expectations, answers were sought to questions about *ideal* and *actual* chairperson role expectations, perceived role conflict, and the relationship of perceived *ideal* role to the theoretical role found in the literature. Copies of the instrument were mailed to the dean, chairperson, and a representative number of faculty of 48 of the 49 professional education programs in occupational therapy approved by the American Occupational Therapy Association. Usable responses were received from a total of 32 deans, 38 chairpersons, and 127 faculty members. The data were analyzed by means of frequency distributions and where comparisons were required the Kruskal-Wallis-H test and the Wilcoxon T test were used.

Based on an analysis of the findings, the following conclusions were drawn:

1. *Ideally*, the relevant reference groups to chairpersons of occupational therapy education programs believe that the departmental chairperson should place primary emphasis on the areas of "planning," "fiscal responsibility," and "leadership."

2. In *actual* practice the relevant reference groups perceive the chairpersons to place primary emphsis on "curriculum," "evaluation," "fiscal responsibility," and "planning."

3. The task areas of "evaluation" and "students" are least important to the _idealized_ role of the chairperson as perceived by deans, chairpersons, and faculty.

4. In _actual_ practice, the relevant reference groups perceive the chairperson as placing least importance in the areas of "faculty development" and "extra-departmental communication."

5. The relevant groups are in general agreement about the _idealized_ role of the chairperson.

6. There are differences in perception among the relevant groups about the way chairpersons _actually_ behave.

7. There is a difference in the way each of the relevant groups perceive the _idealized_ and _actual_ role of the department chairperson.

8. There is congruence between the perceived _idealized_ role of the department chairperson and the theoretical role contained in the literature.

9. There is a lack of congruence between the perceived _actual_ role behavior of the chairperson and the theoretical role.

10. There is potential conflict between the departmental chairpersons and their dean and/or faculty in those areas where there is a lack of agreement about _actual_ chairperson role expectations.

CHAPTER I

INTRODUCTION

Background and Justification

Only a small number of studies have been conducted which deal with the role of the department chairperson in an academic setting (Doyle, 1953; Aldmon, 1959; Smith, 1970; Tucker, 1973; Davis, 1975; Copeland, 1975; Franks, 1975; Carnegie; 1976; Gerwin, 1977; Volz, 1977). In addition, theoretical writings in administration have paid small heed to this position, relegating it to only parts of a chapter in books on academic administration and/or governance (e.g., Richardson, Blocker & Bender, 1972; Corson, 1975). Brann and Emmet, editors of The Academic Department or Division Chairman: A Complex Pole (1972) presented the major exception. Charles Heimler, in 1968, strongly recommended research into the following questions:

> How do college departmental chairmen perceive their role? How is their administrative role perceived by the departmental faculty and the administration? What conflicts, if any, exist among these perspectives? (p. 163)

The limited coverage that there has been of the department chairperson role has been addressed to the traditional academic areas of humanities and arts and sciences, and in the 1970's, to chairpersons in vocational education programs. No studies have been done to assay the role of department chairperson in the more technical/clinical area of professional allied health programs, and specifically, occupational

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therapy. Ronald Gerwin did study the "Role of the Department Chairperson in the Administration of Health Education Programs in Community Colleges," in 1977, but this focused on two year programs, not professional level ones.

Morgan and Canfield (1972) produced the only publication to project role-expectations for administrators in allied health education, and this was not the result of an empirical investigation, but rather the proceedings of a conference. There was only one other paper known to the researcher in which the competencies for administration in allied health education were addressed, and it was unpublished (Dagenais, Note 1).

The study reported herein was proposed partially to fill this void, and as a beginning effort to define the role of the chairperson of the academic occupational therapy department.

That the outcome of such a study would be beneficial to the profession is evidenced by the high rate of turnover of chairpersons in occupational therapy education departments, and in the difficulty of recruiting qualified individuals into these positions. The American Occupational Therapy Association listing of Occupational Therapy Educational Programs for 1975 showed five acting directors, out of the 48 basic professional programs. In the 1977-78 edition of this list, six completely different programs listed their chairpersons as "acting." Advertisements for individuals to fill several of these positions ran continuously in the _American Journal of Occupational Therapy_ and/or the American Occupational Therapy Association _Newspaper_ during 1977-78. These numbers show a 23 percent turnover rate in a three year period.

One cause of this turnover may be that occupational therapy is an applied area rather than an academic one, and the related continuing disregard for the need to prepare individuals in professional education for roles in faculty and administration of occupational therapy education (Jantzen, 1974).

> The practice of occupational therapy is the heart of our field--the delivery of our particular kind of health care services to patients or clients is the reason for the existence of occupational therapy. . . . I would like to have you consider academic occupational therapy as a career specialty in our field, grounded in the basic bodies of knowledge required of clinical specialties, but requiring additional knowledge for competent performance in the academic setting. (p.74)

Carrying this point further, most persons who come to the chairperson role have training and experience as clinicians, and many as faculty; but almost none have experience or training as academic administrators. This may result in their being less confident of what their role is in the academic setting. The better one understands the role one plays in an organization and the more congruence which exists between expectations for that role (of the chairperson) and those who border it (deans and faculty), the less conflict there is apt to be (Getzels, 1958, p. 160).

By using all the professional level occupational therapy education programs accredited by the American Occupational Therapy Association as the population for the study reported herein, the results can be generalized and applied appropriately to examination of problems in any one, or number of, these problems. The results of this study show where areas of both agreement and disagreement exist about role-expectations for chairpersons. Where disagreement exists, there is potential for conflict (Kahn, Wolfe, Quinn, Snoek & Rosenthal, 1966, p. 278; Parsons & Shils, 1951, p. 350; Blau & Scott, 1962, p. 195).

Such conflict is generally not productive, as stated by Kahn and associates (1966) in the following:

> When pressures from associates are especially strong and directed toward changes in the behavior of the focal person, or when they are contradictory to one another, the experience is apt to be fraught with conflict and ambiguity, and to evoke responses of tension, anger, or indecision. (p. 278)

In a more general sense, Parsons and Shils (1951) maintained that the

> . . . dynamic analysis of the role or role-constellation where value pattern, social structure, and personality come together. . . is, without a doubt, the most strategic point at which to attempt to extend dynamic knowledge in such a way that it will promise a maximum of fruitful general results for the theory of action. (p. 243)

This, then, was further justification for this study.

The Problem

Statement of the Problem

The general focus of this study was to determine and define role expectations held for chairpersons of occupational therapy education programs by the role incumbents and those who border that role. As a means of determining what these role-expectations were, answers were sought to the following questions:

1. What is the idealized role of the chairperson as perceived by a) the deans or equivalent administrators, b) the chairpersons, c) a representative number of faculty, and d) all groups combined?

2. What is the actual role behavior of the chairperson as perceived by a) the deans or equivalent administrators, b) the chairpersons, c) a representative number of faculty, and d) all groups combined?

3. Is there a difference in perception about idealized chairperson role among dean, chairperson, and faculty in each institution and for all institutions?

4. Is there a difference in perception about <u>actual</u>
    chairperson role behavior among dean, chairperson,
    and faculty in each institution and for all insti-
    tutions?

5. Is there a difference between <u>idealized</u> and <u>actual</u>
    chairperson role behavior as perceived by a) deans,
    b) chairpersons, and c) faculty, for each institu-
    tion and for all institutions?

6. How does the <u>actual</u> role behavior of chairpersons
    as perceived by each of the aforementioned groups
    compare with the theoretical role of department
    chairpersons found in the literature?

7. What do chairpersons identify as areas of conflict,
    and how do these results relate to possible areas
    of conflict identified in the results of this study?

Delimitations and Limitations

This study was conducted on a national level, with cooperation
sought from every occupational therapy education department offering
at least a baccalaureate degree and/or a professional certificate pro-
gram in occupational therapy, and listed by the American Occupational
Therapy Association (AOTA) in their pamphlet, "Educational Programs in
Occupational Therapy" (AOTA, 1977). Forty-nine such departments were
listed in the September, 1977-78, version of this pamphlet. One, the
University of Florida program, was included in the test group used in
development of the instrument for this study, and was therefore not
included in the final study. Thus, 48 programs were surveyed by means
of questionnaires mailed to designated responsible individuals in each
program.

For each of these departments the dean or equivalent administrator
to whom the chairperson was accountable was asked to indicate through
the mailed instrument developed for this study, how she or he perceived
the <u>ideal</u> role and the <u>actual</u> role performance of the chairperson of

the occupational therapy program. The chairperson, and four faculty, the two oldest and the two newest in length of service in the department, were asked to do likewise, in each of the 48 departments included in this study. Returns indicated that 21 of the 39 programs responding had fewer than 4 full-time faculty.

In sum, using a researcher developed instrument, perceptions were sought from 48 deans, 48 chairpersons, and 192 faculty members. Responses were received from 32 deans, 38 chairpersons, and 127 faculty.

A limitation of this study was the reality that full return on mailed questionnaires is unlikely, and that the results were therefore skewed by the percentage of non-returns. Also, because of their knowledge that they were participating in a research investigation, the respondents may have been influenced in their answers. In an attempt to minimize this effect, respondents were assured of complete anonymity and confidentiality.

Since the study encompasses 48 of the 49 accredited programs in the United States and since the return rate from chairpersons was 79%, deans was 67%, and faculty was 66%, it was believed that the generalizability of this study was not seriously hampered and that there therefore was still a reasonably high degree of external validity.

Definition of Terms

Allied health. Those professionals that are traditionally considered "allied" to medicine. Generally included are occupational therapy, physical therapy, rehabilitation counseling, vocational

rehabilitation, medical technology, clinical and community dietetics, communicative disorders, and sometimes clinical psychology, nursing, and hospital administration.

Chairperson. The acknowledged administrative head of an academic department.

Dean. The person holding the position in the academic hierarchy to which department chairpersons are administratively responsible.

Department. The smallest organizational structure in the traditional academic setting. A collection of faculty organized around a particular academic discipline.

Faculty. Those persons, considered experts in a particular field, employed to work in academic departments to teach, conduct research, and to publish.

Occupational therapy. The art and science of applying purposeful activity to the maintenance or increase of function or to the prevention of disability, in physical and/or mental health.

Role. A set of expectations applied to the position of chairperson of an occupational therapy education department.

Role-conflict. A situation in which a role incumbent must conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent so that the performance of one set of duties makes performance of another set difficult or impossible.

Role-expectations. Those rights, duties, privileges, and obligations that delineate what a person should and should not do under various circumstances as the incumbent of a particular role.

Role-theory. Theory developed by "experts" and reported in the literature, dealing with the concept of role.

Procedures

The investigation was national in scope. Questionnaires were utilized as the means of gathering information. In the following paragraphs, attention is given to the selection of participants, instrumentation and data collection, and data analysis.

Selection of Participants

The participants for this study were drawn from all but one of the baccalaureate and certificate degree programs listed by the American Occupational Therapy Association in its pamphlet, "Educational Programs in Occupational Therapy," (1977). The one exception was the University of Florida which was used as a test group for the instrument and was therefore not included in the population for the study itself. Therefore, personnel associated with 48 professional programs were surveyed.

Three classes of participants were included from within each of these programs:

1. The dean or equivalent administrator to whom the chairperson of occupational therapy was administratively accountable (total--48).

2. The chairperson of the occupational therapy education department (total--48).

3. Four faculty members in occupational therapy--the two oldest and the two newest in terms of time in that department (total--192). The chairpersons were asked to select and give questionnaires to these individuals as it was considered that this was the best way to achieve a representative sampling of faculty. (Chairperson responses to the question about the number of full-time faculty indicated that of the 38 programs participating in this study, 21 had _fewer_ than 4 full-time faculty.)

Responses were received from 32 deans, 38 chairpersons, and 127 faculty. The return rate, then, was 67% of deans, 79% of chairpersons, and 66% of faculty.

Instrumentation and Data Collection

The instrument used in collecting the data was a questionnaire which the researcher developed based on a review of the literature and testing with a panel of experts. These experts were the department chairpersons, selected faculty, and the dean of the College of Health Related Professions at the University of Florida. The second, and major, part of this instrument was common to all respondents, and consisted of the list of competency statements or role-expectations developed from the literature (See Appendix A). This list was divided into 11 major categories or task areas, each containing from 6-12 role-expectations (Appendix B).

Each subject was asked to indicate on a 5-point scale, the importance they observed their chairperson actually giving to each behavior, and, on another 5-point scale, the importance they thought their chairperson ideally ought to be placing on the behavior. (If they had no opinion or no knowledge of the behavior they were instructed to circle 0.) The faculty, the chairpersons, and the deans or equivalent administrators were asked to complete this part of the questionnaire.

Every respondent was asked to answer certain common descriptive questions. These related to their gender, length of time in their present position, degrees held beyond the bachelor's, official title, and age. Additionally, chairpersons were asked about number of department faculty and students, administrative location of department, and whether or not faculty were unionized.

These questions were asked in order that as one examined the find-
ings one might have some basis for hypothesizing about the reason cer-
tain patterns of response were present. For example: Lee reported that
the size of a department (in both number of students and number of
faculty) has been shown to be a significant factor effecting role-
expectation (Lee, 1972). Both the 5-question faculty/dean descriptive
section and the 10-question chairperson descriptive section are repro-
duced as Appendix C.

The chairperson questionnaire included a third section in which
chairpersons were asked to indicate, on a scale of 1--no conflict, 2--
some conflict, 3--much conflict, the amount of conflict they experienced
with their dean and/or faculty in each of the 11 major categories in-
cluded in the role-expectations section. This information was then com-
pared with the returns from the deans and faculty to see if the chair-
person's perceptions of conflict areas were shared by others. (See
Appendix D.)

Finally, the chairpersons were asked to indicate their level of
overall satisfaction with their present job...from very satisfied to
very dissatisfied. Role conflict is directly related to job satisfac-
tion; as indicated by Kahn (p. 278) and by Getzels and associates (Get-
zels et al., 1968, p. 128), among others; and therefore to turnover rate.

Data Analysis

Much of the analysis of data for this study was by inspection and
simple nonparametric statistics. To illustrate, as a part of question
3 a comparison between deans' and chairpersons' perceptions of the
chairperson idealized role was proposed. Total idealized scores were
found for deans and for chairpersons, then the two were analyzed by

Kruskal-Wallis One-Way Analysis of Variance test to see if the differences were significant.

The responses for each subject were tabulated for each of the 11 major role categories or task areas, and for the total instrument. Thus, a "score" for each task area and for the total instrument was determined. In this example, the total score of the deans' perceptions of the idealized chairperson role was computed and compared with the total score of chairpersons' perceptions. The same basic procedure was repeated for all groups for questions 1 through 5. For questions 3 and 4 the Kruskal-Wallis One-Way Analysis of Variance was used because it is valid for three or more groups. These questions focused on the differences among the groups. For question 5 the Wilcoxon T was used. This test indicates magnitude and direction of differences within pairs.

In regard to questions 6 and 7, the responses were collected and examined logically in relation to role theory, role conflict theory, and role expectations of department chairpersons, for the purpose of noting areas of agreement and difference.

Question 7, dealing with chairperson perception of conflict, was additionally analyzed by comparing areas the chairperson identified as areas of conflict with areas of potential conflict identified in the central part of the questionnaire through means of the Kruskal-Wallis Test.

Organization of the Remainder of the Study

Chapter Two which follows immediately is focused on a review of the relevant literature which provides the theoretical framework in context of which the present study was conducted. In Chapter Three the findings obtained from the questionnaire are reported and results of statistical tests are presented as they relate to the problem statements in this study. The results are discussed, conclusions are made, and the total study is summarized in Chapter Four.

The review of related literature for this study is divided into
three major sections. The first describes briefly the development of
occupational therapy education. This is important for an understanding
of the context within which occupational therapy chairpersons function.
The second section focuses on role theory and role-conflict theory. In
the third and final part the focus is on the theoretical literature and
research relative to chairperson roles.

Development of Occupational Therapy Education

In her article in the _American Journal of Occupational Therapy_ in
1971, Harriet Heitlinger Woodside related that occupational therapy
emerged from two sources. The first was in the psychiatric milieu
where, in the late 1800's, "the therapeutic value of free, pleasant and
profitable occupation developed and the more advanced mental hospitals
began creating recreational and work programs" (p. 227).

> Many of the founders of the profession of occupational
> therapy were the doctors, nurses, and craftsmen engaged
> in adventures in using activities to help mental patients
> experience the feeling of productivity. These founders
> became convinced that their endeavors speeded the patients'
> recovery. (p. 227)

The second source from which occupational therapy sprang was the First
World War.

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Our more concrete roots extend from the First World War,
when the country anticipated that with improved medical
and surgical techniques, large numbers of the wounded
would need an active rehabilitation program and that this
would require trained personnel. This led to Reconstruc-
tion Aides and a large war and postwar reconstruction pro-
gram of rehabilitation. . . . On October 17, 1917, the
National Society for the Promotion of Occupational Therapy
was founded. (p. 227)

Woodside went on to delineate the development of occupational

therapy education:

The new profession was working during its early years to
establish educational standards. Until 1911, occupational
therapy programs were supervised by physicians and carried
out by craftsmen or untrained individuals because there
were no specific practitioners. In that year, Susan E.
Tracy, a nurse who had become convinced of the value of
patient activity, began a course in Invalid Occupations
for student nurses at the Massachusetts General Hospital.
(p. 228)

Immediately after the War the Surgeon General of the United States

Army encouraged the development of centers to train practitioners to

work with disabled soldiers. The first occupational therapy school

within an academic setting was established at Milwaukee-Downer College

in 1918.

Soon occupational therapy departments in hospitals came to
serve all patients, not just returning soldiers and the
mentally ill, and a second wave of professional schools
arose in response to the need for more personnel and more
diverse services. Shortly after the establishment of the
first professional schools, occupational therapy education
was improved and expanded. By 1922, the need for organiza-
tion of occupational therapy schools was recognized by the
national association and a chairman for the education com-
mittee of the national society was appointed. This created
the first direct link between occupational therapy educa-
tion and the professional association. In 1923, minimum
standards for education courses were published. . . . The
1920's saw distinct improvements in our education because
several individuals with foresight worked hard for
change. All occupational therapy schools became affil-
iated with colleges and universities. Struggles over
what to teach resulted in the establishment of the educa-
tion committee and in the publication of the first set of
minimum essentials of education in 1923. . . . However, the

issue of what to teach remained a heavily debated one...
and it wasn't until national registration began in 1929
that occupational therapy had a specific set of creden-
tials for their practitioners. (Woodside, 1971, p. 228-
29)

The minimum standards for education which Woodside mentioned were

developed in partnership with the American Medical Association, which

has retained co-control of occupational therapy education. Until 1974

the minimum standards for education declared that clinical subjects

should be formulated and conducted in collaboration with physicians.

This situation led Karen Diasio to declare, in 1971, "The American

Medical Association still controls occupational therapy curriculums"

(p. 240).

Occupational therapy departments, for the most part, were located

where there may be considerable input directly from the medical profes-

sion--either within medical schools, or in colleges of allied health or

health related professions which are largely controlled by the medical

education establishment. This relationship removes from the department

chairperson some of the power over curriculum content which is gener-

ally held by that position. The accrediting process through the Amer-

ican Medical Association and the American Occupational Therapy Associa-

tion puts the department chairperson in the position of accepting

directions from individuals who may or may not be qualified to make

the best judgements for the profession of occupational therapy.

The above delineated factors in the development of occupational

therapy education indicate that the administration of such departments

demand different knowledge and skills from those required of tradition-

al academic department chairpersons. For instance, as Alice Jantzen

stated in her Eleanor Clarke Slagle Lecture in 1973:

The practice of occupational therapy is the heart of our field--the delivery of our particular kind of health care services to patients or clients is the reason for the existence of occupational therapy. (p. 74)

The administration of a department of occupational therapy then requires accountability for the competent delivery of health care and accountability to the accrediting bodies for the establishment and maintenance of the program, as well as accountability to the university administration.

Role Theory

Biddle and Thomas (1966) offered the following definitions of role:

1. A behavioral repertoire characteristic of a person or a position;

2. A set of standards, descriptions, norms, or concepts held (by anyone) for the behaviors of a person or a position;

3. A position. (pp. 11-12)

But Parsons and Shils (1951) offered the most precise definition of role as it related to the subject of the study reported herein:

. . .the most significant unit of such point structures is not the person but the role. The role is that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process. It involves a set of complementary expectations concerning his own actions and those of others with whom he interacts. Both the actor and those with whom he interacts possess these expectations. Roles are institutionalized when they are fully congruous with the prevailing culture patterns and are organized around expectations of conformity with morally sanctioned patterns of value-orientations shared by the members of the collectivity in which the role functions. (p. 23)

They discussed the interaction between the role incumbent and the person viewing that role in the following excerpt:

> . . . the contact surface of the personality and social
> systems lies between need-dispositions of ego and role-
> expectations of various alters. The essential element in
> the role is the complementarity of expectations. The out-
> come of ego's action, in terms of its significance to him
> is contingent on alter's reaction to what he does. This
> reaction in turn is not random but is organized relative
> to alter's expectation concerning what is "proper" behav-
> ior on ego's part.
> Role-expectations are the definitions by both ego
> and alter of what behavior is proper for each in the rela-
> tionship and in the situation in question. Both role
> expectations and sanctions are essential to the total
> concept of a "role in the concrete sense of a segment of
> the action of the individual. (pp. 153-54)

Parsons and Shils' book, Toward a General Theory of Action, (1951)

established them as experts and as classic theoreticians. Most all

scholarly efforts since 1951 in the field of roles acknowledges their

contribution in one way or another. One of the most well recognized

applications of their theory to the area of educational administration

is in the work of Getzels and his associates (Getzels, Lipham &

Campbell, 1968). Given the prominence of the model developed by

Getzels and associates, the details of their formulations are provided

in the paragraphs that follow.

Administration of a Social System

Getzels and associates conceived of administration as a social

process, and of its context as a social system. They content that

administration can be examined from the structural, the functional, and

the operational points of view. Structurally, they saw administration

as a hierarchy of superordinate-subordinate relationships. Function-

ally, they postulated that this hierarchy is the locus for the alloca-

tion and integration of roles and facilities to achieve the goals of

the system. And operationally, they saw administration happening in

person-to-person interaction. This third, operational, context implies

that no matter how well the first two are defined, people will not always agree or carry out their functions smoothly. This crucial operational aspect of administration is the one on which Getzels and associates' social systems model focused (Getzels et al., 1968, p. 53).

For analysis of the administrative process, Getzels and associates saw the social system as involving two basic groups of phenomena. These groups are conceptually independent, but practically interactive. These two groups are:

1) the institutions, with certain roles and expectations, that will fulfill the goals of the system; and 2) the individuals, with certain personalities and dispositions, inhabiting the system, whose observed interactions comprise what we call social behavior. (p. 56)

The first of these groups they termed the _normative_ dimension of their model, which could be labeled a sociological perspective. The second they called the _personal_ dimension, which is analogous to a psychological perspective. Along the normative dimension of this model, they included institution, role, and expectations. _Institutions_ were seen as purposive, peopled, structural, normative, and sanction-bearing (i.e., mete out praise, disapproval, punishment, awards). _Role_ was used by Getzels et al. as in Parsons and Shils' definition:

. . . that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process. It involves a set of complementary expectations concerning his own actions and those of others with whom he interacts. (p. 23)

Roles are _defined_ in terms of role expectations, they are more or less flexible, they are complementary (interdependent), and they vary in scope from the functionally specific to the functionally diffuse (Getzels et al., 1968, pp. 61-63). _Expectations_ were described as those prescriptions (rights, duties, etc.) "that delineate what a

person should and should not do under various circumstances as the in-
cumbent of a particular role in a social system" (Getzels et al.,
1968, p. 64).

The personal dimension in the model consists of the individual,
her/his personality, and her/his need-dispositions. They included this
dimension because it makes the system account for the fact that people
have different personalities and unique styles of dealing with their
roles. They contended that it is not enough to know the nature of the
normative dimension elements to understand a particular person's behav-
ior in a system. It is essential to also know about the person indi-
vidually, to understand the person's ways of perceiving and her/his
particular needs (p. 65).

Getzels and associates' definition of personality was a result of
borrowing from Allport and Parsons and inserting some of their own
interpretation: "Personality is the dynamic organization within the
individual of those need-dispositions that determine his unique inter-
actions with his environment (Getzels et al., 1968, p. 68).

Need-dispositions were seen as forces within the individual which
are goal-oriented. They determine the cognitive and perceptual styles
which a person brings to any role, they vary in specificity and they
are organized, both horizontally and vertically. This latter charac-
teristic means that the very gratification of one need (e.g., landing
a good job) may activate other needs (e.g., to innovate). Getzels and
associates urged that administrators must be aware of this so they do
not inadvertently foster dissatisfaction by putting an employee into a
role and then assuming all will be well (pp. 70-75).

Getzels and associates therefore maintained that behavior in a social system is always the result of interaction between the personality factors (personal dimension) and the role factors (normative dimension). From their model they derived the equation $B = f(R \times P)$, where B = observed behavior, R = the institutional role defined by its attached expectations, and P = the personality of the role incumbent defined by his need-dispositions (p. 80). This has great similarity to Kurt Lewin's formula, $B = f(P,E)$, where B = behavior, P = the person, and E = the environment. The major difference, though, is that Lewin contended that ". . . to understand or to predict behavior, the person and his environment have to be considered as one constellation of interdependent factors" (Lewin, 1951, p. 240). Environment is not independent of the person (P) because it (E) is <u>defined</u> by the perception of the person. In Getzel and associates' formula, on the other hand, R (E defined in terms of role expectations) is given by the institution, completely apart from the person's perception of it (p. 81).

The study reported herein focused on only the normative dimension in the Getzels and associates model. This was based on the reality that measurement of the personal dimension is considerably more difficult to achieve with any amount of accuracy, and is validated by the following statement by Parsons and Shils:

> When we recognize that roles rather than personalities are the units of social structure, we can perceive the necessity of an element of "looseness" in the relations between personality structure and the performance of a role. (p. 23)

Role Conflict

One of the values of analyzing expectations held by different individuals for the same role is the determination of where those

expectations do and do not overlap. Where there is disparity about
expectations there is potential for conflict.

> When the perceptions of the expectations of partici-
> pants in an administrative interaction overlap, the par-
> ticipants feel satisfied with the work accomplished no
> matter what the actual behavior or accomplishment: when
> the perception of the expectations does not overlap, the
> participants feel dissatisfied. (Getzels, 1958, p. 160)

In illustrating this point, Getzels related the results of a study
conducted in which a problem situation instrument was used with 180
administrators who had had consultant services, and with 46 consultants
who had provided that service. Each was asked to evaluate the outcome
of their consultation. Results showed that when the two agreed on ex-
pectations, they both rated the consultation favorably. But when they
disagreed on expectations they rated the consultation unfavorably.
This reinforced the view that the crucial aspect of successful adminis-
trative interaction was overlap in perception of expectations (p. 160).

When expectations for a role do not overlap, or are inconsistent,
the results may be experienced by the role-incumbent as conflict.
Mishler wrote that conflict may arise because of,

> a) agreement within a single alter group upon several
> behaviors which are mutually difficult to achieve, b)
> disagreement within an alter group on the expectations
> to be required of a role, or c) disagreement between
> several alter groups of the expectations to be required
> of a role. (1953, p. 123)

The first two types of conflict mentioned by Mishler were identi-
fied by Getzels and associates as intrareference group conflict. The
third, disagreement between alter groups, they classify as interrefer-
ence group conflict, as illustrated in the following example: Differ-
ent expectations of the teacher are made by the principal, by students,
by parents, and by the school board. These demands are often

contradictory, and create internal strain for the individual. Likewise, a college professors' students expect a priority on teaching, where her/his dean may expect a priority on research and publishing. Another kind of role conflict occurs when the individual attempts to fill two or more contradictory roles at one time (e.g., principal-counselor, manager-leader) (Getzels, 1958, p. 161). It is necessary for administrators to facilitate clarification of role and expectations in order to minimize potential role conflict.

Gross, Mason & McEachern (1958) added the perspective that role conflict should be defined "according to incompatible expectations by the actor" (p. 244), in addition to those held by the alter groups. Thus, this definition of interrole conflict is that situation in which the role incumbent perceives that others hold different expectations for her/him as holder of two or more positions.

Kahn and associates (1966), addressed the matter of discovering the degree of conflict in any given role set.

> To understand the degree of conflict or ambiguity in the role, the total pattern of [expectations of each role sender and the nature of sent role pressures] must be considered. A thorough investigation into all the role expectations held at a given moment by all the members of the role set should yield an indication of the potential in the situation for conflict. The actual degree of objective role conflict will depend on the configuration of role pressures actually exerted by role senders on the focal person. His experience of this conflict will in turn depend upon its objective magnitude and on certain characteristics of the focal person himself. (p. 278)

The ways in which role incumbents cope with this conflict is also influenced by four mechanisms listed by Blau and Scott (1962), as follows:

> There are several mechanisms that help to articulate. . . conflicting demands: 1) differences in the importance and power of the various members of an

individual's role-set help to determine whose expectations
will govern his actions; 2) the fact that a person usually
does not have contact with all members of his role-set at
once enables him to live up to the expectations of some at
one time and to the conflicting expectations of others at
a different time; 3) when the others realize who border that
role make conflicting demands. . . . they will themselves often at-
tempt to resolve their differences; and 4) several indivi-
duals occupying the same social status can combine for
mutual support. . . . (p. 195)

It is clear, from this presentation of role conflict theory, that
1) such conflict is common, and 2) the first step toward resolving it
is to recognize its existence. The present study was intended to de-
termine in part the source of possible role conflict for chairpersons
by determining where there is incongruence in expectations about chair-
person role between and among themselves and those who border that role
(i.e., deans and faculty). Additionally, chairpersons were asked to
identify what they perceived as areas of conflict between themselves
and those two alter groups.

Department Chairperson Role

This section is devoted to a) an overview of general literature
addressing the topic, b) a presentation of several related studies,
and c) the development of a list of chairperson role-expectations taken
from a number of sources and synthesized into the instrument for the
present study.

Overview

Joy Hastings Davis (1975) began discussion of this topic in her
dissertation with the following paragraph:

Perhaps the most accurate description of the role of
the university department chairman is ambivalent as there
exists a plethora of literature describing what the

chairman is and is not, what he should and should not be
. . . . Unlike the foreman in industry, his job is usually
so ill-defined that at most colleges there is no written
description of his duties. At best he finds himself torn
by loyalty and responsibility among at least three groups
with tremendous differences in goals, attitudes, needs and
criteria for approval: his disciplinary colleagues, his
students, and the administrators above him. (p. 11)

And yet, as Mobley indicated (1971), the department chairperson

fills one of the most important positions in a university. The chair-

person holds line responsibility in the university and is therefore at

the point where the administration contacts the faculty. "The chairman

is the key to the success or failure of the departmental program"

(p. 321).

Roach (1976) noted:

The academic department chairperson shifts from being
a subject matter specialist to a developer of departmental
programs and a partner in shaping the educational mission
of the school.
Today the academic department is the key to the suc-
cessful achievement of the school's primary mission. The
chairperson functions as chief academic planner and re-
source allocator in his role as administrator of all as-
pects of the department. (p. 13)

The middleperson position is the cause of considerable role con-

flict for chairpersons, as pointed out by Corson (1975), Brann (1972),

and Lee (1972), among others. Lee presented the issue well:

The role. . . of the department chairman is an ex-
ceedingly difficult one. In his own eyes he is still
primarily a teacher who has assumed certain administrative
tasks and responsibilities. He has not, as it were,
"sold out" completely to the other side by becoming a
dean. He is, therefore, quite often in conflict as to
whether his role is one of spokesman for his colleagues
in the department, or whether it is one of an adminis-
trator who must make the decisions not only for the
welfare of his department, but for the welfare of the
college and university as a whole. What is difficult
of course is that he must balance both roles. (p. 54-
55)

In addition, the role of the chairperson will vary depending on the particular department, the size of that department, its place and importance within the total institution, and the time within the department's history that the chairperson is appointed (Lee, 1972, p. 55).

Little has been done, as Morgan and Canfield (1972) noted, to single out competencies of the effective chairperson, particularly in allied health (p. v). There are other factors, in addition to those mentioned by Lee, which effect the role of a chairperson in allied health. Howard Suzuki explored some of these issues from the viewpoint of a dean of a college of health related professions:

> . . . the governance of allied health units will vary, dependent in part upon whether or not they are a) units associated with university health centers, non-university affiliated medical centers or universities without health centers; b) full-fledged college units or a division within another health science college, such as medicine or nursing, c) units able to offer different combinations of certificate, associate, baccalaureate, and/or graduate degrees in a wide variety of programs. (1972, p. 1)

In relation to the relative newness of the allied health professions he said:

> The recency of the allied health units and their concomitant fundamental unit, the department, does not allow for a great deal of variability in the position of the departmental chairman. In other more established professional colleges, faculty members may rotate annually as chairman, and full professors may yield more influence on educational policies than the chairman. Furthermore, the purposes of the professional schools are more goal specific and, as a result, department heads may not be able to exercise as much latitude and authority in policy matters as might be true in other schools. (p. 4)

Suzuki went on to identify two other issues which made the organization of allied health education unique from most others. Those are the necessity for clinical competence on the part of faculty (and chairperson), and the acknowledgement that sexism may play a part.

Faculty members in allied health units have additional re-
sponsibilities not necessarily essential to those affili-
ated with arts and science departments. For example, our
faculty is expected to have competencies in the pragmatic
and relevant areas of patient or client care. (p. 4)

. . . the influence of departmental chairman among other
university colleages may vary due to lack of the doctorate
and/or due to some chauvinistic prejudices against female
department chairman (sic) or faculty members. (p. 5)

In spite of all the aforementioned restraints and conflicts, the

chairperson is crucial to the strength or weakness of the department,

since she or he

. . . has a great deal of authority in selection of faculty,
teaching assignments, and curricular content, and serves
as the formal intermediary between the faculty and the ad-
ministration. (Suzuki, 1972, p. 6)

Related Studies

There are several major studies, one proceedings, and a paper

which are directly relevant to the present study. The earliest of

these was a dissertation done in 1953 by Doyle entitled The Status

and Functions of the Department Chairman. This was a study of 33

selected liberal arts colleges. He compiled descriptive information

on methods of selection of chairpersons; relationships between chair-

person and faculty, chairperson and administration, and chairperson

duties. He found the following duties of department chairpersons:

1) teaching and supervisory functions

2) administrative duties such as
   a) preparation of department budget
   b) responsibility for statement of department aims
      and offerings
   c) proper maintenance of a departmental library
   d) maintenance of faculty records of department
   e) maintenance of student academic and personnel records

3) miscellaneous duties including representation of the institution and department at educational meetings and conferences as well as personal research and pro-ductive scholarship. (pp. 34-35)

The second significant study was Smith's (1970). He developed an extensive instrument, the major section of which contained 46 "activities of the department chairman." Three groups of respondents--chairpersons, faculty, and "upper echelon administrators"--were asked to indicate on a 6-point scale what each felt was the _actual_ behavior response of the chairperson for each activity, and what each felt was the _expected_ behavior response for each activity. The objective he was seeking by this part of his questionnaire is related to the present study. It was:

. . . to describe what community college department chair-men, department faculty, and upper echelon administrators believe should be the role of the community college chair-man and to measure the extent to which chairmen are in fact conforming to these expectations. (p. 6)

Smith used his questionnaire with all full-time faculty, depart-ment heads, and upper echelon administrators in 12 public community colleges in one midwestern state. In his discussion of results he looked at differences of expectations within and among sample popula-tions, and also within single departments:

The results support the conclusion that community college faculty members on the average are in basic dis-agreement with department chairmen and upper echelon administrators over their expectations for and observa-tions of the role behavior of incumbents of the community college chairman's position. The examination of the con-forming behavior of community college department chairmen led to the conclusion that chairmen as a group are not living up to either their own, their faculties', or their supervisors' expectations for their role behavior. (p. 317)

The third related study was a 1973 dissertation by Zucker. He developed a model for "determining the role perceptions of department

chairmen at a large university" (p. xiv). He constructed a question-
naire based on that model and administered it to all department chair-
persons at the University of Florida. Zucker's findings, limited by
their applicability to only one university, indicated that "the Uni-
versity of Florida department chairman saw his main tasks as those of
recruiting faculty, developing programs, improving instruction, evalu-
ating faculty and staff, and preparing the departmental budget"
(p. 6929A).

In 1976, Clyde Carnegie completed his dissertation on "Role Expec-
tations of Community Junior College Department Chairpersons." He sent
questionnaires, consisting of 35 administrative activities grouped
under 6 administrative functions, to departmental faculty, department
chairpersons, and upper echelon administrators in 10 community junior
colleges in Michigan. Respondents were asked to indicate both actual
and desired chairperson behaviors for each of the 35 administrative
activities listed. He found that there was no significant difference
in perception about chairperson role between the different responding
groups. He did find a significant difference between actual perceived
behavior (T_1) and desired behavior (T_2) with $p < .0001$. Respondents
tended to agree that the 35 administrative activities listed were im-
portant tasks for departmental chairpersons.

Two dissertations dealing with different aspects of chairperson
role expectations were completed in 1977. Ruth Volz completed "An
Analysis of the Actual and Ideal Roles of Vocational Education Depart-
ment Heads as Perceived by Deans, Heads, and Faculty"; and Frances
Aguon investigated the "Status of Department Chairpersons as Perceived
by Academic College Deans, Department Chairpersons, and Faculty at
Western Michigan University."

Volz's purpose was to "assess and analyze the perceptions of deans
of education, vocational education department heads, and vocational
education faculty concerning the actual and ideal role of the depart-
ment head" (p. 4131-A). She used 10 vocational education departments
at major universities as her population. Using ANOVA, the Duncan's
multiple range test, and the correlated t test to analyze her date,
she found the following:

1. The greatest degree of congruency appeared to exist
   with the college of education deans regarding the
   actual and ideal performance of vocational education
   department head's leader behavior. The least amount
   of congruency existed with the faculty regarding
   their perception of the actual and ideal leader be-
   havior of vocational education department heads.

2. Incongruency existed for both department heads and
   faculty in their perceptions of actual vs. ideal
   leader behavior.

3. Congruency existed among all three reference groups
   with regard to their perceptions of both the overall
   ideal leader behavior as well as the ideal leader
   behavior on each of the 12 subscales.

4. The deans, department heads, and faculty perceived
   the actual leader behavior of the vocational educa-
   tion department head congruently.

(p. 4131-A)

Aguon compared the perceptions of deans, department chairpersons,
and faculty about "qualifications for, methods of selection of, major
responsibilities of, and prerequisites of the department chair," on
both actual and ideal scales in a questionnaire consisting of 98 chair-
person task descriptions. From a sample of 861 persons at Western
Michigan University she received a 47 percent usable response, and
reported the following results:

1. There were 18 descriptions on which the groups dif-
   fered significantly in their perceptions as to the
   degree of importance that the descriptions had been
   accorded in practice (real).

2. There were 24 descriptions on which the groups dif-
   fered significantly in their perceptions as to the
   degree of importance that the descriptions should
   be accorded in the future (ideal).

3. There were perceived differences between the "real"
   and the "ideal" for:
   (a) 27 descriptions according to the academic college
       deans,
   (b) 44 descriptions according to the department
       chairpersons, and
   (c) 77 descriptions according to the faculty.

   (p. 1755-A)

Tucker, at the Institute for Departmental Leadership at Florida
State University conducted a study of all departmental chairpersons in
the Florida University System. The purpose was to ascertain through
questionnaire areas in which chairpersons needed enhancement of their
planning, management, and leadership competencies (Note 2). Relevant
to this study, he found that 68 percent had no administrative experi-
ence prior to becoming chairpersons.

In 1972, a conference was held at the University of Florida in
which the speakers addressed themselves to the issue of competencies
for administrators in allied health education. One hundred and fifty
competency statements were identified, shared, discussed, and re-
written into a list of 52. These were organized under the headings of
administrator as 1) group leader, 2) resource developer, 3) communica-
tor, 4) educator, 5) health care supervisor, 6) fiscal officer, and
7) evaluator. These competencies and the remaining conference proceed-
ings were compiled and published by the Center for Allied Health In-
structional Personnel in 1972 (Morgan & Canfield, 1972).

Three years later, in 1975, Fred Dagenais from the University of
California, San Francisco, presented a paper at the American Society of
Allied Health Professions convention in which he gave a list of allied

health administrator competencies which had been developed in Califor-
nia. He surveyed a national sample of allied health administrators in
community colleges and in senior colleges, and presidents of community
colleges, and had each rate the usefulness of each of the California
developed competency statements. Most of the items were rated toward
the high or "useful" end of the scale, with the senior college adminis-
trators rating them highest. He also compared the California state-
ments with those developed at the University of Florida, and found
major overlap, with differences primarily in wording and in grouping
concept.

Literature As It Related to Occupational Therapy Department
Chairperson's Role Expectations and Potential Areas of Conflict

The proceedings and paper just mentioned formed the base for
the development of the list of role-expectations for the present study
since they both dealt specifically with allied health education. The
competencies, or role-expectations, identified in those two sources
were compared with department chairperson role-expectations enumerated
by other sources in educational administration, including Dilley (1972),
Doyle (1953), Euwena (1953), Heimler (1968), Lee (1972), Smith (1970),
Underwood (1972), and Miller (Note 3). All competencies were listed
in tabular form, with the allied health administrator competencies of
Morgan and Canfield forming the pattern into which all others were
organized (See Appendix A).

The Literature in Retrospect

The literature review for this study encompassed occupational therapy education, role theory and role conflict theory, and theory related to the chairperson role. When viewing the occupational therapy literature, it can be seen that the chairperson role requires different, and additional skills to those of chairpersons of traditional academic areas. When this literature is viewed alongside that of role and role conflict theory there is the question of whether there may be potentially more or different role expectations for such chairpersons and consequently more potential role conflicts.

The studies that have been conducted and the theory that has been generated related to the role of chairpersons formed the basis of the instrument used in this study to investigate the role expectations and potential role conflicts among occupational therapy department chairpersons, deans, and faculty.

CHAPTER III

RESULTS OF THE STUDY

Of the 288 questionnaires mailed for this study, 197, or 68%,
were returned with some usable data. This consisted of returns from
32, or 67%, of the deans; 38, or 79%, of the chairpersons; and 127,
or 66%, of the faculty. There were 27 programs (57%) from which ques-
tionnaires were received from the dean, the chairperson, and at least
one faculty member. The responses from the persons associated with
these 27 programs constituted the population used in answering prob-
lem questions 4 and 5. However, only 26 programs were used in answer-
ing question number 3 because the dean of one program failed to com-
plete the idealized portion of the questionnaire. Questions 1, 2, 6,
and 7 were analyzed on the basis of all questionnaires returned (197).
Twenty-one of the 38 responding chairpersons indicated that their
program had fewer than 4 full-time faculty members. There were some
instances in which respondents either left a question unanswered or
circled "0" on the scale. On no one question, however, was the number
of non-respondents or "0's" sufficient to skew the data.

This chapter is organized into six major sections. In the section
immediately following, background data about the subjects are presented,
along with information about the program. This provides the reader
with some basis for understanding the context in which the perceptions

of the role of the department chairperson for each of the groups of respondents are reported. In the third section of the chapter the focus is on the differences in perception among deans, chairpersons, and faculty. In the fourth section differences between _idealized_ and _actual_ role perceptions for each of the groups are described. The fifth section of the chapter deals with the relationship between the theoretical role and the perceptions of the respondents. Finally, in the sixth section, conflict identified by chairpersons is reported and related to that identifiable from the idealized and actual perceptions of the respondents.

Profile of Subjects

Background data about the respondents are presented in a series of tables. This information provides a basis of understanding from which to view the responses of the three categories of subjects. Several experts have noted the relevance of background, such as education and field of study, to the way a person looks at role behaviors (e.g., Lee, 1972, p. 30). Although the present study was not intended to provide a basis for drawing definitive conclusions about the relationships between the background of respondents and the way they view a particular role, that background is significant and therefore worth examining for possible trends, and implications for further study.

As Table 1 shows, the age category containing the largest percent of deans and chairpersons was 46-50. The age category with the greatest percent of faculty was 31-35.

TABLE 1

AGE OF THE RESPONDENTS

Age	Deans (n=32)	%	Chairpersons (n=30)	%	Faculty (n=127)	%	All (n=197)	%
20-25					3	2.3	3	1.5
26-30			1	2.7	26	20.5	27	13.8
31-35			3	7.9	27	21.4	30	15.2
36-40	7	22	5	13	24	19	36	18.3
41-45	7	22	9	24	12	9.4	28	14.2
46-50	8	12.5	11	29	14	11	33	16.8
51-55	4	12.5	4	10.5	9	7	17	8.6
56-60	4	6	3	7.9	9	7	16	8.1
61-65	2		2	5	2	1.6	6	3
66-70					1	.8	1	.5
Total	32	100	38	100	127	100	197	100

As can be seen from Table 2, over two-thirds of the deans were men.
Women comprised 86.8 percent of the chairpersons and 90.5 percent of
the faculty.

TABLE 2

SEX OF THE RESPONDENTS

	Deans (n=32)	%	Chairpersons (n=38)	%	Faculty (n=127)	%	All (n=197)	%
Female	10	31.2	33	86.8	115	90.5	158	80.2
Male	22	68.6	5	13.2	12	9.5	39	19.8
Total	32	100	38	100	127	100	197	100

Twenty-nine of the deans had doctoral degrees (Ed.D., Ph.D., M.D.).
Seven doctoral degrees were held by chairpersons and four by faculty
(Table 3).

TABLE 3

GRADUATE DEGREES HELD BY THE RESPONDENTS*

Degree	Deans (n=32)	Chairpersons (n=38)	Faculty (n=127)	All (n=197)
Ph.D.	18	7	4	29
M.D.	4			4
Ed.D.	7			7
Ph.D. Cand.	1	7	2	10
Ed.D. Cand.			1	1
Spec. Ed.			2	2
S.P.H.		1		1
M.O.T.			6	6
M.B.A.	1	1		2
M.P.H.	1	1	2	4
M.Ed.	1	2	15	18
M.P.O.T.		1		1
M.S.	4	15	33	52
M.A.	8	12	40	60
Total	45	47	105	197

*Some respondents indicated two degrees beyond the bachelor's

As shown in Table 4, the deans received the largest number of
their degrees in physical sciences and administration. The majority
of chairpersons and faculty held graduate degrees in occupational ther-
apy and education.

TABLE 4

DEGREE FIELDS OF THE RESPONDENTS*

Field	Deans (n=32)	Chairpersons (n=38)	Faculty (n=127)	All (n=197)
Occupational Therapy		11	26	38
Education, Counseling, Guidance	3	13	41	57
Allied Health, Health, Phys. Ed.	3	3	14	20
Economics, Business	2	1		3
English, History, PolySci., Anthro.	5	3	4	12
Science	9	3	4	16
Hospital Admin.	3	1		4
Educational Admin.	8	5	1	14
Psychology		3	4	7
Other	1	1	2	3
Total	34	44	96	174

*Some respondents indicated two graduate degrees

Table 5 shows that of the two women deans, half were interim or acting deans. Only one male had such a temporary title. The greatest number of faculty held either assistant professor or instructor/lecturer positions.

TABLE 5

OFFICIAL TITLES OF THE RESPONDENTS

Title	Deans (n=32)	Chairpersons (n=38)	Faculty (n=124)	All (n=194)
Dean, Vice President	20 (3)*			20
Associate or Assistant Dean, Division Head	3 (2)			3
Director, Professor, Chairperson	3 (0)	33 (29)		36
Interim, Acting	6 (5)	5 (4)		11
Associate Professor			15 (13)	15
Assistant Professor			66 (60)	66
Associate, Specialist			3 (2)	3
Instructor, Lecturer			35 (32)	35
Field Work Coordinator, Grant Director			5	5
Total	32 (10)	38 (33)	124(107)	194

*Figures in parentheses indicate the number of women

As can be seen from Table 6, the largest number of both deans and chairpersons responding had been employed in their present position for one to two years. The next greatest number of deans had been in that position three to four years, where the next greatest number of chairpersons had been in that position less than one year. The greatest number of faculty had been in the job they held when participating in this study for under one year. No chairperson among the respondents had been employed in that position more than 12 years, while 4 deans and 12 faculty had held their position at the time of this study for over that length of time.

TABLE 6

LENGTH OF TIME RESPONDENTS HAVE BEEN EMPLOYED IN PRESENT POSITION

Years	Deans (n=31)	Chairpersons (n=33)	Faculty (n=124)	All (n=188)
Under 1 year	4	8	41	53
1-2	8	9	16	33
3-4	7	4	25	36
5-6	4	5	15	24
7-8	2	2	9	13
9-10	1	2	2	5
11-12	1	3	4	8
Over 12 years	4		12	16
Total	31	33	124	188

From Table 7 it can be seen that of the 36 chairpersons answering the question, the greatest number (11) indicated that their program had 5-6 full-time faculty members, and 1-2 part-time faculty. One department employed over 16 full-time faculty.

TABLE 7

DEPARTMENT SIZE BASED ON NUMBER OF FACULTY

Number of Faculty	Number of Depts. (Full-time Faculty)	Number of Depts. (Part-time Faculty)
1-2	3	12
3-4	7	7
5-6	11	4
7-8	7	2
9-10	3	
11-12	4	
13-14		
15-16		
Over 16	1	
Total	36	25

As can be seen in Table 8, the majority of programs have from 40 to 79 students. Two programs have over 180 students.

TABLE 8

DEPARTMENT SIZE BASED ON NUMBER OF STUDENTS*

Number of Students	20-39	40-59	60-79	80-99	100-119	120-139	140-159	160-179	180-199
Number of Departments	6	9	9	4	1	1	1	1	2

*Includes juniors, seniors, certificate, and basic master's students

From Table 9, it can be seen that most programs were in departments within a school or college of health related or allied health professions. The next largest number were departments or divisions in a college of medicine.

TABLE 9

POSITION OF THE DEPARTMENT OF THE RESPONDENTS
WITHIN THE INSTITUTION

Position	Number of Departments
Department in a school/college of health related or allied health professions	20
Department/division in a college of medicine	6
A separate school within a university	--
A department in a private or state college	4
Moving--uncertain	1
Program within a division or department of a state college or university	4
Department in a school of education, health, nursing and arts professions	1
Department in a college of health	1

Perceptions of the Chairperson Role

The answer to the first five problem questions of the present study were determined through analyzing subject responses to the second section of the questionnaire. Subjects were asked to indicate on a scale from 1 (unimportant) to 5 (highest importance) the importance which they felt their chairperson _actually_ placed on each of the 87 role behaviors listed (with 0 option included for no opinion/ no knowledge); and, in a second column with the same scale, the importance they each felt the chairperson should _ideally_ be placing on each of those role behaviors.

Respondents' Perceptions of the Idealized Role of the Chairperson

The first problem question was:

What is the idealized role of the chairperson as perceived by a) deans, b) chairpersons, c) a representative number of faculty, and d) all groups combined?

Answers to this question were found by taking the mean of responses from the 32 deans, 38 chairpersons, and 127 faculty responding (less the number who marked 0). Appendix D presents these data in full, with each of the 87 role behaviors ranked for each category of respondent and all subjects together, from the most important (#87) to the least important (#1). These 87 role behaviors are divided into 11 task areas which are shown in Table 10, ranked from high (11) to low (1) in importance.

TABLE 10

PERCEPTIONS OF THE IDEALIZED ROLE OF THE CHAIRPERSON

Task Area	Deans (n=31)		Chairpersons (n=38)		Faculty (n=127)		All (n=196)	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
Planning	9	4.23	11	4.49	10	4.23	11	4.32
Fiscal Responsibility	11	4.32	9.5	4.37	8	4.17	10	4.29
Leadership	7	4.08	9.5	4.37	9	4.20	9	4.22
Instruction	10	4.24	7.5	4.28	6	4.12	8	4.21
Curriculum	6	4.03	7.5	4.28	11	4.24	7	4.18
Inter-departmental Communication	8	4.14	5	4.18	7	4.14	6	4.15
Climate Setting	5	4.02	6	4.25	5	4.07	5	4.11
Faculty Development	2	3.93	4	4.11	4	4.03	4	4.02
Extra-departmental Communication	1	3.81	3	4.00	3	3.94	3	3.92
Students	4	4.01	2	3.94	2	3.77	2	3.91
Evaluation	3	3.94	1	3.60	1	3.59	1	3.71

As can be seen from Table 10, the most important task area for "all groups combined" was Planning. This was followed by Fiscal Responsibility, Leadership, Instruction, Curriculum, Inter-departmental Communication, Climate Setting, Faculty Development, Extra-departmental Communication, Students, and Evaluation respectively.

The deans, when considering the idealized role of the chairperson, placed the task area of Fiscal Responsibility first, followed in descending order by Instruction, Planning, Inter-departmental Communication, Leadership, Curriculum, Climate Setting, Students, Evaluation, Faculty Development, and Extra-departmental Communication.

The chairperson rankings agreed most closely with that for "all groups combined." They considered Planning to be the ideally most important task area, followed by a tie between Fiscal Responsibility and Leadership, another tie between Instruction and Curriculum, the Climate Setting, Inter-departmental Communication, Faculty Development, Extra-departmental Communication, Students, and Evaluation.

Faculty considered Curriculum to be the most important task area, and indicated Planning as second. They then ranked in descending order Leadership, Fiscal Responsibility, Inter-departmental Communication, Instruction, Climate Setting, Faculty Development, Extra-departmental Communication, Students, and Evaluation.

As previously noted, each of the aforementioned task areas was composed of individual items which are shown in Appendix E. As can be seen from Appendix E, the highest ranked individual item for all groups combined was number 19, in the area of Fiscal Responsibility. It reads, "Preparing and administering a departmental budget." This was followed by "Developing plans to achieve long and short range objectives," both in the area of Planning.

The highest ranked individual item for deans was "Preparing and administering a department budget," followed by "Developing plans to achieve long and short range objectives," and "Determining departmental class size policies."

Chairpersons ranked "Preparing and administering a departmental budget" highest of the individual items. They ranked "Exerting influence where needed" second highest, followed by a tie between "Reducing duplication and overlap in activities and expenditures" and "Presenting departmental needs to the dean."

Faculty also considered "Preparing and administering a departmental budget" to be ideally of highest importance. They ranked "Presenting departmental needs to the dean" second and "Developing new courses" third.

Turning again to Appendix E one can see what the lowest ranked individual items were. For "all groups combined" these included "Evaluating faculty and staff effectiveness," "Reviewing occupational trends and identifying implications for curriculum," and "Formulating policies relating to faculty use of materials, equipment, and other tangibles."

The deans considered the three lowest ranked individual items to be "Reviewing occupational trends and identifying implications for curriculum," "Evaluating faculty and staff effectiveness," and "Maintaining a capable support staff."

Chairpersons agreed with the other two groups on two of the three least important, including "Evaluating faculty and staff effectiveness," and "Reviewing occupational trends and identifying implications for curriculum." Their third lowest ranked item, however, differed from the other groups'. It was "Evaluating college education and administration policies and/or procedures, for the purpose of recommending needed changes." This item was ranked #70 by deans, #43 by faculty, and #26 by all groups combined.

Faculty ranked "Evaluating faculty and staff effectiveness" lowest, followed by "Formulating policies relating to faculty use of materials, equipment, and other tangibles," and "Reviewing occupational trends and identifying implications for curriculum."

Respondents' Perceptions of Actual Role Behavior of Chairpersons

The second problem question addressed in this research was,

What is the actual role behavior of the chairperson as
perceived by a) deans, b) chairpersons, c) a representa-
tive number of faculty, and d) all groups combined?

As with the preceding question, answers were found to this ques-
tion by taking the mean responses from the three categories of respond-
ents and for "all groups combined." The perceptions relative to the
actual role behavior of chairpersons are shown in full in Appendix F.
The rankings and means by area for the deans, chairpersons, faculty,
and all groups combined are presented in Table 11. Again, the ranking
is from highest (11), to lowest (1) in importance.

TABLE 11

PERCEPTIONS OF THE ACTUAL ROLE OF THE CHAIRPERSON

Task Areas	Deans (n=32)		Chairpersons (n=38)		Faculty (n=127)		All (n=197)	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
Curriculum	8	3.81	11	4.05	8.5	3.39	11	3.75
Planning	4.5	3.66	9	4.01	10	3.46	9	3.71
Fiscal Responsibility	7	3.76	10	4.02	5.5	3.34	9	3.71
Evaluation	11	3.97	4	3.68	11	3.48	9	3.71
Inter-departmental Communication	9	3.82	8	3.95	3.5	3.32	7	3.70
Students	10	3.84	5	3.73	5.5	3.44	5.5	3.67
Leadership	3	3.64	3	3.65	8.5	3.39	5.5	3.67
Climate Setting	4.5	3.66	7	3.82	3.5	3.32	4	3.60
Instruction	6	3.70	6	3.79	2	3.15	3	3.55
Extra-departmental Communication	2	3.58	2	3.63	7	3.37	2	3.53
Faculty Development	1	3.50	1	3.61	1	3.05	1	3.39

As can be seen from Table 11, "all groups combined" saw Curriculum as the task area on which they perceived the chairperson actually placing most importance. This was followed by a tie among Planning, Fiscal Responsibility, and Evaluation (which was ranked lowest in idealized importance.) The remaining task areas in descending order of importance were Inter-departmental Communication, Students and Leadership (tied), Climate Setting, Instruction, Extra-departmental Communication, and Faculty Development.

Deans ranked Evaluation as the task area on which they saw the chairperson placing greatest importance. This was followed by Students, Inter-departmental Communication, Curriculum, Fiscal Responsibility, Instruction, Planning and Climate Setting (tied), Leadership, Extra-departmental Communication, and Faculty Development.

Chairpersons saw themselves placing greatest actual importance on the area of Curriculum (which they ranked fourth in ideal importance). They considered Fiscal Responsibility next, followed by Planning, Inter-departmental Communication, Climate Setting, Instruction, Students, Evaluation, Leadership, Extra-departmental Communication, and Faculty Development.

Faculty agreed with deans in their perception that chairpersons placed greatest actual importance on the task area of Evaluation (chairpersons saw themselves placing this area fourth from the bottom in actual importance). Faculty perceived chairpersons placing next greatest importance in the areas of Leadership and Curriculum, followed by Extra-departmental Communication, a tie between Fiscal Responsibility and Students, then another tie between Inter-departmental Communication and Climate Setting, and finally Instruction, and Faculty Development.

From Appendix E it can be seen that "all groups combined" considered the chairpersons to place greatest actual importance on the individual item "Preparing and administering a department budget," followed by "Presenting departmental needs to the dean," and "Participating in the development of department admissions standards."

Deans saw chairpersons placing greatest actual importance on "Maintaining a departmental library," then "Preparing and administering a departmental budget," and "Interpreting salary schedules and payroll procedures for faculty and staff."

The chairpersons saw themselves placing most importance on "Preparing and administering a departmental budget," then on "Fighting for the department," and third on "Encouraging faculty to participate in conventions, conferences, and meetings."

The faculty who participated in this study perceived their chairpersons to place greatest actual importance on "Presenting departmental needs to the dean." They ranked "Presenting departmental accomplishments to the dean" next in importance, then "Striving to balance needs and goals for the department."

The individual items on which "all groups combined" saw the chairpersons placing least actual importance were "Defining teaching loads for faculty," "Providing a rewarding environment including opportunities for mobility within the department," and "Reviewing occupational trends and identifying implications for curriculum."

Deans considered chairpersons to place least importance on "Attempting to minimize barriers to maximum departmental efficiency," then on "Preparing quality articles and communiques," and thirdly on "Reviewing occupational trends and identifying implications for curriculum."

The chairpersons saw themselves as placing least importance on "Reviewing occupational trends and identifying implications for curriculum." This was followed by "Attempting to influence legislation which affects allied health education and health care delivery," and "Evaluating faculty and staff effectiveness."

The faculty ranked "Defining teaching loads for faculty" lowest in importance as they saw their chairperson's actual behavior. They considered "Providing a rewarding environment including opportunities for mobility within the department" next lowest, followed by "Seeking a larger share of college funds for the department."

Perceived Differences About Chairperson Role

The population for questions 3, 4, and 5 consisted of the 27 occupational therapy education programs from which responses were received from at least the dean, the chairperson, and one faculty member. However, only 26 programs were included in the analysis of question 3 because one dean did not fill out the ideal portion of the questionnaire. In only two of these programs was there only one faculty member response. The remaining 25 were represented by responses from 2 (5 programs), 3 (10 programs) or 4 (10 programs) faculty members. In these 25 programs the responses to each item from all faculty members were combined and a mean computed to represent the "faculty" response to each item for that program.

To determine whether significant differences in perception existed within each institution, (questions 3 and 4), the Kruskal-Wallis One-Way Analysis of Variance was used with the .05 level used to reject the

hypothesis of no significant difference. As Seigel (1956), has noted, the Kruskal-Wallis One-Way Analysis of Variance Test is useful for deciding whether K independent samples are from different populations, or whether differences among samples just represent chance variations "such as are to be expected among several random samples from the same population" (p. 184).

Differences in Perception About Idealized Chairperson Role

The third problem question of this study was:

Is there a difference in perception about idealized chairperson role among dean, chairperson, and faculty in each institution and for all institutions?

Table 12 shows the sum of the rankings for the 11 task areas for the dean, the chairperson, and the faculty for each of the 26 programs which were analyzed in relation to this question. (As mentioned previously, one dean did not complete the idealized portion of the questionnaire.) As can be seen from this table, in 20 of the 26 programs analyzed there was significant difference among the dean, chairperson, and faculty in the way the idealized role of the chairperson was perceived. When all 26 institutions were considered together, however, no significant difference appeared among deans, chairpersons, and faculty $(H = 2.41)$.

TABLE 12

SUM OF RANKINGS OF TASK AREAS BY RESPONDENT GROUPS AND H VALUE FOR EACH
INSTITUTION, BASED ON PERCEPTIONS OF IDEALIZED ROLE OF THE CHAIRPERSON

Institution**	Dean	Chairperson	Faculty	H Value	Significant at .05 level
A	*154.5	281.5	125	13.51	yes
B	272	193	96	15.27	yes
C	155	290.5	115.5	16.49	yes
D	139	177	245	5.67	no
E	152.5	237	171.5	3.88	no
F	175	292.5	93.5	19.58	yes
G	68	295	198	25.53	yes
H	221	168.5	171.5	1.34	no
I	108	297	156	18.83	yes
J	136.5	144	280.5	12.85	yes
K	92	305.5	163.5	23.07	yes
L	299.5	115	146.5	19.56	yes
M	147.5	208.5	205	2.34	no
N	157.5	121	282.5	14.02	yes
O	127.5	287	146.5	14.84	yes
P	188	302	71	27.00	yes
Q	223.5	87.5	250	14.86	yes
R	299	119	143	18.65	yes
S	167.5	253.5	140	6.89	yes
T	81.5	220	259.5	17.06	yes
U	275	216	70	25.14	yes
V	179	159.5	222.5	2.07	no
W	217.5	110	233.5	8.84	yes
X	228.5	98	234.5	11.65	yes
Y	193	131	237	5.58	no
Z	216	269.5	75.5	20.00	yes
All combined	194.5	149	217.5	2.41	no

*Refers to the total of the rankings assigned to the 11 task areas
**Institutions are arranged in random order

Differences in Perception About Actual Chairperson Role

The fourth problem question was:

Is there a difference in perception about _actual_ chair-person role behavior among dean, chairperson, and faculty in each institution and for all institutions?

The sum of the rankings for the 11 task areas for the dean, chair-person, and faculty for each of the 27 programs which were analyzed in relation to this question are presented in Table 13. The results show that there was a significant difference in perception about actual chairperson role in 21 of the 27 programs included in this analysis, and for all institutions combined.

TABLE 13

SUM OF RANKINGS OF TASK AREAS BY RESPONDENT GROUPS AND H VALUE FOR EACH
INSTITUTION, BASED ON PERCEPTIONS OF ACTUAL ROLE OF THE CHAIRPERSON

Institution**	Dean	Chairperson	Faculty	H Value	Significant at .05 Level
A	*248	240	73	19.08	yes
B	264.5	163.5	133	9.28	yes
C	2.415	170.5	176	1.16	no
D	243.5	245	72.5	19.21	yes
E	199.5	241	120.5	7.35	yes
F	171	295	95	19.88	yes
G	86	298.5	176.5	22.22	yes
H	218.5	96.5	246	103.03	yes
I	164.5	307.5	89	24.04	yes
J	130	210.5	220.5	4.86	no
K	101.5	308	151.5	22.68	yes
L	237.5	146.5	177	4.22	no
M	217	235	109	9.10	yes
N	162.5	153	245.5	5.09	no
O	102.5	293.5	165	18.52	yes
P	241	235	85	15.28	yes
Q	251.5	201.5	108	10.39	yes
R	271.5	184	105.5	13.47	yes
S	228	197.5	135.5	4.38	no
T	171.5	253.5	136	7.11	yes
U	232.5	271.5	87	14.71	yes
V	266.5	156.5	138	9.44	yes
W	227	221	113	8.06	yes
X	254.5	220.5	86	15.52	yes
Y	188.5	118	254.5	9.14	yes
Z	171	304	86	23.67	yes
ZZ	308	184	69	28.02	yes
All combined	162	99	295.5	18.01	yes

*Refers to the total of the rankings assigned to the 11 task areas
**Institutions are arranged in random order

Difference Perceived Between Idealized and Actual Chairperson Role

Problem question five was:

Is there a difference between idealized and actual chair-
person role behavior as perceived by a) deans, b) chair-
persons, and c) faculty, for each institution, and for
all institutions?

Data from the 27 "full-response" programs was again used to an-
swer this question. The Wilcoxon Matched Pairs, Signed-Ranks Test was
used to analyze the data in context of this question, as it tests both
the direction and magnitude of differences between pairs from the same
population. For example, the same 27 chairpersons were tested for dif-
ferences they indicated between what they perceived to be the actual
and the idealized role behavior of chairpersons.

In this test, each category of respondent for each program was
analyzed separately. The mean response for each of the 11 role areas
in the idealized column was matched with the corresponding mean re-
sponse for each area in the actual column. The difference between the
ideal and actual mean response for each area was computed, and affixed
with the appropriate positive (+) or negative (-) sign. These differ-
ences were then ranked, and the ranks of the sign appearing least often
were added to obtain "T". Since ties are not included in this test,
the "n" varies according to the number of areas left after tie scores
are discarded, as therefore does the level of significance. The re-
sults of this test for the above question are presented in Table 14.

TABLE 14

T-VALUES BY INSTITUTION FOR DIFFERENCES BETWEEN PERCEIVED IDEALIZED
AND ACTUAL ROLE OF CHAIRPERSON FOR DEANS, CHAIRPERSONS AND FACULTY

Institution	Deans		Chairpersons		Faculty	
	T Value	Significant?	T Value	Significant?	T Value	Significant?
A	28	no	4	yes	0	yes
B	0	yes	0	yes	0	yes
C	6	no	0	yes	29	no
D	all ties	no	17	no	0	yes
E	0	yes	0	yes	0	yes
F	0	yes	9	yes	0	yes
G	23.5	no	0	yes	0	yes
H	7	yes	1	yes	6	yes
I	0	yes	0	yes	0	yes
J	0	yes	16	no	0	yes
K	0	yes	11	yes	0	yes
L	0	yes	0	yes	1	yes
M	all ties	no	0	yes	0	yes
N	o	yes	13.5	no	0	yes
O	1	yes	0	yes	4.5	yes
P	0	yes	0	yes	1	yes
Q	0	yes	15	no	0	yes
R	0	yes	20	no	2	yes
S	0	yes	0	yes	0	yes
T	0	yes	2	yes	0	yes
U	0	yes	0	yes	0	yes
V	0	yes	0	yes	0	yes
W	2	yes	0	yes	0	yes
X	1	yes	15.5	no	1	yes
Y	6	yes	0	yes	1	yes
Z	9	yes	0	yes	4	yes
ZZ			0	yes	0	yes
All combined	0	yes	4	yes	0	yes

A significant difference in dean perception of <u>idealized</u> and <u>actual</u> chairperson role behavior was found in 21 of the 26 programs used in this analysis. Chairpersons yielded a significant difference in perception about this question in 21 of 27 programs; and faculty showed a significant difference in 26 of the 27 programs.

When responses from <u>all</u> deans, <u>all</u> chairpersons, and <u>all</u> faculty were analyzed, a significant difference was seen in each group between the way they perceived <u>idealized</u> and <u>actual</u> chairperson role behavior.

Another way of looking at the responses in the content of this question is to compare the data in Tables 10 and 11. These tables use the responses, ranked by areas, from all 197 subjects. The data from these two tables are presented together in Table 15, which makes it possible to see in concise form the direction and magnitude of differences for <u>all</u> respondents.

TABLE 15

DIRECTION AND MAGNITUDE OF DIFFERENCES AMONG THE THREE RESPONDENT GROUPS FOR THE 11 TASK AREAS

Task Areas	Deans		Chairpersons		Faculty		All	
	*I(Rank)A	I(Mean)A	I(Rank)A	I(Mean)A	I(Rank)A	I(Mean)A	I(Rank)A	I(Mean)A
Planning	9 4.5	4.23 3.66	11 9	4.49 4.01	10 10	4.23 3.46	11 9	4.32 3.71
Fiscal Responsibility	11 7	4.32 3.76	10	4.37 4.02	5.5 8	4.17 3.34	10 9	4.29 3.71
Leadership	7 3	4.08 3.64	3	4.37 3.65	8.5 9	4.20 3.39	5.5 5.5	4.22 3.67
Instruction	10 6	4.24 3.70	6	4.28 3.79	2 6	4.12 3.15	8 3	4.21 3.55
Curriculum	6 8	4.03 3.81	11	4.28 4.05	8.5 7	4.24 3.39	7 11	4.18 3.75
Inter-departmental Communication	8 9	4.14 3.83	8	4.18 3.95	3.5 6	4.14 3.32	6 7	4.15 3.70
Climate Setting	5 4.5	4.02 3.66	7	4.25 3.82	3.5 5	4.07 3.32	5 4	4.11 3.60
Faculty Development	2 1	3.93 3.50	1	4.11 3.61	1 4	4.03 3.05	4 1	4.02 3.39
Extra-departmental Communication	1 2	3.81 3.58	2	4.00 3.63	7 3	3.94 3.37	3 2	3.92 3.53
Students	4 10	4.01 3.84	5	3.94 3.73	5.5 2	3.77 3.44	2 5.5	3.91 3.67
Evaluation	3 11	3.94 3.97	4	3.60 3.68	11 1	3.59 3.48	1 9	3.71 3.71

*Idealized
**Actual

Differences in perception about _actual_ and _idealized_ chairperson role are again significant for each category of respondents and for all respondents combined. The area of Evaluation is seen by both deans and chairpersons as being given more importance in _actual_ behavior than in _idealized_. This is the only area of the 11 in which that was the case.

Actual Chairperson Role Identified in the Study Compared to the Theoretical Role

Problem question 6 was:

How does the _actual_ role behavior of chairpersons, as perceived by each of the aforementioned groups, compare with the theoretical role of department chairpersons found in the literature?

The questionnaire for the present study was developed from the theoretical role of the department chairperson found in the literature (see Appendix A). The respondents in the present study verified the validity of that theoretical role by marking 85 of the 87 individual items contained therein as _ideally_ important, very important, or of the highest importance (3, 4, and 5 respectively on the numerical scale in the questionnaire). The two individual items one or more of the respondent groups considered _ideally_ of "low importance" in the role of the chairperson were #30, "Evaluating faculty and staff effectiveness," and #36, "Reviewing occupational trends and identifying implications for curriculum."

Relating this to perceived _actual_ behavior of departmental chairpersons it was found that when data for all the groups were combined the result was that nine individual items were perceived as being of "low importance" in _actual_ chairperson role behavior. These were #9, "Attempting to influence legislation which effects allied health

education and health care delivery"; #42, "Defining teaching loads for
faculty"; #56, "Developing in-service education for new faculty"; #57,
"Recruiting faculty"; #58, "Providing a rewarding environment including
opportunities for mobility within the department"; #61, "Keeping the
institution and public informed of health developments"; and #62,
"Preparing quality articles and communiques." The two items perceived
as ideally of "low importance," which were #30, "Evaluating faculty and
staff effectiveness"; and #36, "Reviewing occupational trends and iden-
tifying implications for curriculum" are the other two items.

When each group of respondents was considered alone, it was found
that the faculty group marked 18 individual items as being of low or
no actual importance to their chairpersons. In comparison, seven such
items were so marked by the chairpersons, and four by the deans.

As can be seen from Appendix E, these 18 items marked by the
faculty included 8 of the 9 items perceived by "all groups combined"
as being of "low importance"; plus #24, "Seeking a larger share of
college funds for the department," and 2 items in Instruction, 1 in
Climate Setting, 2 additional in Faculty Development (making a total
of 5 out of the 9 items in that task area considered of "low importance"
by faculty); 2 in Extra-departmental Communication, and 2 in Inter-
departmental Communication.

The 7 items perceived by chairpersons to reflect "low importance"
in their actual behavior include 6 of the 9 so marked by "all groups
combined," plus 1 in the area of Instruction, which is the same as 1 of
the 2 in that area rated low by faculty ("Defining teaching loads for
faculty").

Three of the four items marked of "low importance" by deans are included in the nine so marked by "all groups combined." The one unique item deans rated of "low importance" was #6, "Collecting, analyzing, and interpreting data related to administrative problems."

In sum, when actual behavior is compared to the theory one must note that from the perspective of "all groups combined", in 76 of 85 cases there is a high degree of congruence between what ought to be done (idealized rankings), and what is actually being done. However, this differs from the perspective of the faculty, chairpersons, and deans themselves.

Chairperson Role Conflict

Question number 7 was as follows:

What do chairpersons identify as areas of conflict and how do these relate to possible areas of conflict identified in the results of this study?

In order to ascertain conflict perceived by chairpersons between themselves and their dean and/or faculty they were asked to complete a third section of the questionnaire which was not included in those sent to the other two categories of respondents. This section consisted of two parts. In the first they were asked to indicate for each of the 11 areas of role behaviors the amount of conflict (none, some, or much) they felt existed between themselves and their dean and/or faculty. In the second part, using a 5-point scale, they were requested to indicate the level of overall satisfaction they had with their present job. Thirty-five chairpersons answered the conflict part of the questionnaire. Their responses are presented in Table 16.

TABLE 16
CHAIRPERSON PERCEIVED CONFLICT, BY AREA
(n = 35)

Areas	No Conflict		Some Conflict		Much Conflict	
	Number	Percent	Number	Percent	Number	Percent
Planning	25	71	6	17	4	11
Leadership	21	60	12	34	2	6
Fiscal Responsibility	26	74	8	23	1	3
Evaluation	23	66	10	29	2	6
Curriculum	26	74	8	23	1	3
Instruction	29	83	5	14	1	3
Climate Setting	19	54	13	37	3	9
Faculty Development	27	77	7	20	1	3
Extra-departmental Communication	28	80	5	14	2	6
Inter-departmental Communication	26	74	8	23	1	3
Students	28	80	7	20	---	---

As can be seen by examination, in 7 of the 11 instances over 25%, or a fourth, of the department chairpersons reported some or much conflict with either faculty or dean relative to the task area in question. In order to determine if this related to differences in perception of idealized or actual role, it was worthwhile to compare the data in Table 15 with each of these seven areas. For example, in the case of Planning, where 28% of chairpersons reported some conflict, it can be seen from Table 15 that, in terms of _idealized_ perception of the Planning area, the deans ranked it 9, chairpersons 11, and faculty 10.

The Kruskal-Wallis-H test showed that a significant difference <u>did</u> exist in <u>actual</u> perception of the chairperson Planning role (H = 7.03).

Forty percent of chairpersons indicated feeling conflict in the area of Leadership. Again, the Kruskal-Wallis-H showed no significant difference in <u>idealized</u> perception about chairperson role in this area, but <u>did</u> show a significant difference (H = 7.05) among the three groups in their perception of the importance the chairperson <u>actually</u> placed on this task area.

In the area of Fiscal Responsibility, 26% of chairpersons perceived some or much conflict with the dean and/or faculty. No significant difference was indicated by the Kruskal-Wallis-H test on the <u>idealized</u> rankings of these three groups for this task area, but a significant difference (H = 7.70) was found for the <u>actual</u> perceptions about this area.

Conflict was perceived by 35% of chairpersons in the area of Evaluation. Again, the statistical test showed no significant difference in <u>idealized</u> perceptions about this area, but did show a significant difference (H = 20.69) in perceptions of <u>actual</u> behavior, among deans, chairpersons, and faculty.

Twenty-six percent of chairpersons indicated feeling conflict with the dean and/or faculty in the area of Curriculum. The difference among the three groups was not significant in the <u>idealized</u> rankings, but <u>was</u> significant in the <u>actual</u> rankings (H = 8.45).

Nearly half of the chairpersons (46%) indicated feeling conflict with their dean and/or faculty about Climate Setting. However, no significant difference was found among these three groups in either <u>idealized</u> or <u>actual</u> perceptions of this task area.

The last area in which over 25% of the chairpersons indicated feeling conflict with dean and/or faculty was in Inter-departmental Communication, where 26% indicated conflict. No statistically significant difference was found in idealized perception among the three respondent groups. However, the perceptions about the actual importance the chairperson places on this area were significantly different ($H = 10.98$).

A further way of examining whether or not there is a relationship between potential conflict and perceived conflict from the point of view of the chairperson is to look at the other places where potential conflict is indicated by differences in perceptions of idealized and/or actual importance, even though it may not have been so indicated by over 25% of the chairpersons. There was only one instance in which this occurred. Though only 20% of chairpersons indicated perceiving conflict in the task area of Students, a statistically significant difference was found among the perceptions of the three respondent groups about the actual importance given this area by chairpersons ($H = 6.38$). No significant difference was found among idealized perceptions about Students.

Finally, 36 chairpersons answered the question about their level of overall satisfaction with their present job. Fifteen stated that they were "very satisfied," and 15 marked "satisfied." This represents 86% of chairpersons responding to this question. Of the remaining six chairpersons, two indicated they felt "neutral" about job satisfaction, three checked "dissatisfied," and one marked "very dissatisfied." Thus, although more than one fourth of chairpersons indicated experiencing conflict with dean and/or faculty in 7 out of 11 task areas, only 14% were less than satisfied with their present position.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND DISCUSSION

Summary

The general focus of this study was to determine and define role
expectations for chairpersons of occupational therapy education pro-
grams as held by the role incumbents and those who border that role.
As a means of determining what these role expectations were, answers
were sought to the following questions:

1. What is the idealized role of the chairperson as
   perceived by a) the deans or equivalent adminis-
   trators, b) the chairpersons, c) a representative
   number of faculty, and d) all groups combined?

2. What is the actual role behavior of the chairperson
   as perceived by a) the deans or equivalent admin-
   istrators, b) the chairpersons, c) a representative
   number of faculty, and d) all groups combined?

3. Is there a difference in perception about idealized
   chairperson role among dean, chairperson, and fac-
   ulty in each institution and for all institutions?

4. Is there a difference in perception about actual
   chairperson role behavior among dean, chairperson,
   and faculty in each institution and for all insti-
   tutions?

5. Is there a difference between idealized and actual
   chairperson role behavior as perceived by a) deans,
   b) chairpersons, c) faculty, for each institution
   and for all institutions?

6. How does the actual role behavior of chairpersons
   as perceived by each of the aforementioned groups
   compare with the theoretical role of department
   chairpersons found in the literature?

7. What do chairpersons identify as areas of conflict,
   and how do these relate to possible areas of conflict
   identified in the results of this study?

As a first step toward answering the problem questions it was
necessary to develop an instrument of role expectations for departmen-
tal chairpersons. This was done by exhaustive review of the literature
from which role expectation statements were derived based on the writ-
ings of theoreticians in the area. These role statements were then
used as a basis of developing a questionnaire which was the principal
means of gathering the data. The questionnaire contained 87 role ex-
pectation statements, plus demographic information items, and, for
chairpersons, items relative to perceived conflict and role satisfac-
tion.

Copies of this instrument were mailed to the dean, chairperson,
and faculty of 48 of the 49 professional education programs in occupa-
tional therapy approved by the American Occupational Therapy Associa-
tion. Responses were received from a total of 32 deans, 38 chairper-
sons, and 127 faculty members. Usable data were received from 27
complete programs (where responses were received from the dean, the
chairpersons, and at least one faculty member). All responses were
used for answering problem questions 1, 2, 6, and 7. The responses
from the 27 complete programs were used in answering questions 3, 4,
and 5. The data were analyzed by means of frequency distributions.
Where comparisons were required two techniques were used, the Kruskal-
Wallis-H, and the Wilcoxon T. Logical analysis was used to answer the
question relating to conflict.

Based on the data analysis the following results were obtained:

1. The deans perceived the idealized role of the chairperson to consist of 86 of the 87 individual role expectations identified in the literature and included in the questionnaire for this study. Their idealized perceptions were combined into 11 task areas and ranked in descending order of importance. First in importance was Fiscal Responsibility, followed by Instruction, Planning, Inter-departmental Communication, Leadership, Curriculum, Climate Setting, Students, Evaluation, Faculty Development, and Extra-departmental Communication.

2. The chairpersons perceived their idealized role to include 86 of the 87 role expectations contained in the questionnaire. From the importance placed on each item, it was determined that the chairpersons ordered the 11 task areas as follows: Planning, Leadership and Fiscal Responsibility (tied), Curriculum and Instruction (tied), Climate Setting, Inter-departmental Communication, Faculty Development, Extra-departmental Communication, Students, and Evaluation.

3. In their perception of the idealized role of the chairperson, the faculty considered 86 of the 87 individual role expectations to be important. When these items were organized into task areas the following ranking of faculty perception emerged: Curriculum, Planning, Leadership, Fiscal Responsibility, Inter-departmental Communication, Instruction, Climate Setting, Faculty Development, Extra-departmental Communication, Students, and Evaluation.

4. The chairpersons saw themselves placing importance on 80 of the 87 individual role expectations, in their actual behavior. When these 87 items were organized into the 11 task areas, the following descending order emerged. Curriculum, Fiscal Responsibility, Planning, Inter-departmental Communication, Climate Setting, Instruction,

Students, Evaluation, Leadership, Extra-departmental Communication, and Faculty Development.

7. Faculty members perceived their chairpersons placing _actual_ importance on 69 of the 87 individual role expectation items. When the items were organized into the 11 task areas, the following perception of _actual_ chairperson role behavior emerged. Faculty agreed with deans in their perception that chairpersons place highest _actual_ importance on Evaluation, (which chairpersons see themselves placing fourth from the bottom in _actual_ importance). This was followed in descending order by Planning, a tie between Leadership and Curriculum, Extra-departmental Communication, Fiscal Responsibility and Students (tied), Climate Setting and Inter-departmental Communication (tied), Instruction, and Faculty Development.

8. When data from all groups were combined, it was found that 78 of the 87 individual items were considered to be important in the _actual_ behavior of the chairperson. The importance, in descending order, of the 11 task areas for "all groups combined" was as follows: Curriculum; a tie among Planning, Leadership, and Evaluation; Inter-departmental Communication, Leadership and Students (tied); Climate Setting; Instruction; Extra-departmental Communication; and Faculty Development.

9. In 20 of the 26 programs analyzed there was significant difference in perception among the dean, chairperson and faculty in regard to the _idealized_ role of the chairperson.

10. When all 26 programs were considered together _no_ significant difference was found among the way the deans, chairpersons, and faculty perceived the _ideal_ role of the chairperson.

11. A significant difference in perception about _actual_ chairperson role behavior was found in 21 of the 27 programs analyzed.

12. Results of analysis show a significant difference in perception about _actual_ chairperson role behavior among deans, chairpersons, and faculty for all 27 programs combined.

13. A significant difference in the dean's perception of _idealized_ and _actual_ chairperson role behavior was found in 21 of the 26 programs included in this analysis.

14. A significant difference was found in the way chairpersons perceived their _actual_ and their _idealized_ role behavior in 21 of the 27 programs analyzed.

15. A significant difference was found in 26 of 27 programs in the way faculty perceived the chairperson's _actual_ and _idealized_ role behavior.

16. When responses from all deans, all chairpersons, and all faculty were analyzed, a significant difference was found in each group between the way they perceived _actual_ and _idealized_ chairperson role behavior.

17. Analysis of the data from all groups of respondents combined showed that the respondents considered 85 of the 87 individual role behaviors identified in the literature and used in the questionnaire to be important, very important, or of the highest importance, to the _idealized_ role behavior of the chairperson.

18. Deans perceived chairpersons _actually_ placing importance on 83 of those 87 items.

19. Chairpersons saw themselves giving _actual_ importance to 80 of the 87 individual role behaviors.

20. Faculty perceived their chairpersons as placing _actual_ importance on 69 of the 87 role behavior items.

21. When data from all groups were combined it was found that chairpersons were perceived as placing _actual_ importance on 78 of the 87 individual role behaviors.

22. Over 25% of the chairpersons indicated feeling some or much conflict with their dean and/or faculty in 7 of the 11 task areas. These areas were Planning, Leadership, Fiscal Responsibility, Evaluation, Curriculum, Climate Setting, and Inter-departmental Communication.

23. In each of the 7 task areas in which over 25% of chairpersons indicated feeling some conflict, a significant difference was found in the way deans, chairpersons, and faculty perceived the _actual_ role behavior of the chairpersons.

24. There was only one task area (Students) where significant difference was found among the _actual_ perceptions of the three respondent groups but where conflict was not perceived by over 25% of chairpersons.

Conclusions

Based on the foregoing data, the following conclusions were deemed warranted:

1. _Ideally_, the relevant reference groups to chairpersons of occupational therapy education programs believe that the departmental chairperson should place primary emphasis on the areas of Planning, Fiscal Responsibility, and Leadership. This conclusion seems supported by the fact that "all groups combined" ranked Planning at the top of their priority order (11); the deans ranked it 9, chairpersons 11, and

faculty 10. Fiscal Responsibility was ranked 10 by "all groups com-
bined", 11 by deans, 9.5 by chairpersons, and 8 by faculty. "All
groups combined" ranked Leadership 9, deans ranked it 7, chairpersons
9.5, and faculty 9.

2. In _actual_ practice the relevant reference groups perceive the
chairpersons to place primary emphasis on Curriculum, Evaluation, Fis-
cal Responsibility, and Planning. Support of this conclusion is found
in that "all groups combined" ranked curriculum 11 (highest), deans
ranked it 8, chairpersons 11, and faculty ranked 8.5. "All groups
combined" ranked Evaluation, Fiscal Responsibility, and Planning 9,
tied for second most important area in perception of _actual_ role behav-
ior of the chairpersons. Deans ranked these areas 11, 7, and 4.5 re-
spectively. Chairpersons ranked these three task areas 4, 10, and 9
respectively in terms of their _actual_ role behavior. Faculty ranked
these areas 11, 5.5, and 10 in terms of the _actual_ role behavior of
their chairpersons.

3. The task areas of Evaluation and Students were least impor-
tant to the _idealized_ role of the chairperson as perceived by deans,
chairpersons, and faculty. In this study "all groups combined" ranked
those areas 1 (lowest) and 2 respectively. Deans ranked Evaluation 3
and Students 4, while both chairperson and faculty ranked these areas
like "all groups combined."

4. In _actual_ practice, the relevant reference groups perceive the
chairpersons as placing least importance in the areas of Faculty Devel-
opment and Extra-departmental Communication. The results showed both
the dean and chairperson groups ranking these two areas last. The
faculty groups also placed Faculty Development lowest on the list of
task areas and ranked Extra-departmental Communication 7.

5. The relevant groups are in general agreement about the _idealized_ role of the chairperson. This conclusion is supported by the fact that when the responses from all deans, all chairpersons and all faculty were compared no significant difference was found in regard to the _idealized_ perceptions in any of the 11 task areas.

6. There _are_ differences in perceptions among the relevant groups about the way chairpersons _actually_ behave. This is supported by the fact that significant difference was found among the three groups in regard to perception of _actual_ chairperson behaviors in 8 of the 11 task areas.

7. There is a difference in the way each of the relevant groups perceive the _idealized_ and the _actual_ role of the department chairperson. This is evidenced by the fact that when responses from all deans, all chairpersons, and all faculty were analyzed, a significant difference was found in each case between their _idealized_ and their _actual_ perceptions of the chairperson role.

8. There is congruence between the perceived _idealized_ role of the department chairperson and the theoretical role contained in the literature. However, there is a lack of congruence between the perceived _actual_ role behavior of the chairperson and the theoretical role. This is shown by the fact that of the 87 role expectations identified through a review of the literature, 85 were considered _ideally_ important by _all_ three categories of respondent and by "all groups combined." Yet, in the comparison of the perception of _actual_ chairperson role behavior with the _idealized_ role expectations there were significant differences for each of the three groups of respondents.

9. There is potential conflict between the departmental chairperson and their dean and/or faculty in those areas where there is a lack of agreement about _actual_ chairperson role behavior. This seems supported by the fact that of the 8 task areas in which a significant difference was found in perception of _actual_ chairperson role behavior 7 of these areas were identified by over 25% of chairpersons as areas where they felt some degree of conflict with their dean and/or faculty.

Discussion

As was mentioned in Chapter I, there are several reasons the present study was important and timely. For example, at the time of the study there was a high turn-over rate among chairpersons in occupational therapy education programs. Also, no prior studies had been done to ascertain the role of the chairperson in such programs. The results of the present study showed areas of agreement and of disagreement among the respondent groups about the chairperson's role. Because of this, areas of potential conflict can be identified. Forty-eight of the 49 approved occupational therapy education programs in the United States were included in the study and returns were received from a majority of these. Thus, a case can be made that the results are generalizable and can be used to examine problems of the total population of programs. The appropriate question at this point is, how can some of the findings and conclusions be explained, what do they mean in terms of the departmental chairperson's role, and needed further research in the area?

As was noted in Chapter III, certain demographic data about the respondents were gathered, along with other data about the programs included in the study. Is it possible that certain patterns seen in

the results of the study can be explained on the basis of demographic
data collected? For instance, even though it was not statistically
significant, the faculty perceived the idealized role of the chairper-
son more closely to the way chairpersons themselves perceived their
idealized role than did deans. On the other hand, the faculty percep-
tions of their chairpersons' actual role behavior was further from the
chairpersons' perceptions of their actual behavior than was the deans'.
Do the demographic data collected shed any light on this puzzling find-
ing? As the demographic data show, chairpersons and faculty have much
more in common in their background than either group has with deans.
For instance, nearly all chairpersons and faculty were women, and most
deans were men. All chairpersons and faculty, with one exception,
shared the same professional background in occupational therapy, where-
as it appeared that none of the deans were occupational therapists.
The greatest number of both chairpersons and faculty graduate degrees
were in the areas of occupational therapy and education, whereas the
largest number of deans had degrees in the physical sciences and admin-
istration. The only demographic items chairpersons shared more with
deans than faculty were age (the greatest percent of both deans and
chairpersons were 46-50, and the largest percent of faculty were
in the 31-35 age group), and length of time employed in their present
position (the largest percent of deans and chairpersons were in the 1-2
year category, and among faculty the greatest number were in the under
1 year group).

The demographic data, then, do not seem to provide a substantive
rationale for the difference in faculty perception of the idealized
and actual chairperson role, relative to how the other two groups view

that role. It can be suggested, however, that the similarity in backgrounds of chairpersons and faculty provides a basis for the similarity in idealized perceptions about chairperson role. It can be further suggested that the divergence in perception of actual chairperson behavior may be the result of a lack of understanding on the part of faculty about the demands placed on the chairpersons in their role as "middle-managers." The deans, as administrators, may be more likely than faculty to understand the pressures the chairpersons experience in the actual performance of their role. Thus, the deans may appraise the chairpersons more realistically relative to how the chairpersons perceived themselves actually functioning.

The findings of the study partially support what Smith (1970) found in his study of community college chairpersons:

> The results support the conclusion that community college faculty members on the average are in basic disagreement with department chairmen and upper echelon administrators over their expectations for and observations of the role behavior of incumbents of the community college chairman's position. (p. 317)

According to Lee (1972), there are other variables apart from role itself and personal demographics which effect that role, including size of department (in both number of faculty and number of students), place of department in the institution, type of department, and the time in the department's history the chairperson is appointed. In the present study the six largest departments in terms of number of faculty and/or students included three of the four departments where no significant differences about actual chairperson behavior were found among the three respondent groups, and three of the six programs where no significant differences were found in idealized behavior. This is the only such association which seems logical.

It is obvious from some of the conclusions drawn that the potential for conflict is present in the programs included in this study. Much has been written about the problems which result from lack of agreement about role expectations. Parsons and Shils (1951) define the relationship between the role incumbent, or ego (in this case) and those who border that role, or alters (deans and faculty in the present study) as follows:

> The essential element in the role is the complementarity of expectations. The outcome of ego's action, in terms of its significance to him is contingent on alter's reaction to what he does. This reaction in turn is not random but is organized relative to alter's expectation concerning what is "proper" behavior on ego's part. (p. 154)

In the present study, "complementarity of expectations," particularly in _actual_ practice, was infrequent. Even though for the _total_ responding groups there was general agreement relative to what was _ideal_, as the results of statistical tests showed in 20 of the 26 individual programs included a significant difference existed among the three respondent groups in their perception of the idealized role of the chairperson. Also, for the total of responding groups, and in 22 of the 27 individual programs, a significant difference was found in perception of the _actual_ role behavior of the chairperson.

Getzels (1958) said that the better one understands the role one plays in an organization and the more congruence which exists between expectations for that role (of the chairperson in this study) and those who border it (deans and faculty), the less conflict there is apt to be. He is supported in this generalization by other theoreticians who have shown that where disagreement exists about role expectations for the chairperson, there is potential for conflict (Kahn, 1966, p. 278; Parson and Shils, 1951, p. 350; Blau and Scott, 1962, p. 195).

The areas of conflict identified in the present research were in
actual perceptions about role behavior in the areas of Planning, Leadership, Fiscal Responsibility, Evaluation, Curriculum, Climate Setting, and Inter-departmental Communication. The task areas in which deans differed most from chairpersons in the importance they saw the chairperson _actually_ placing on them were Planning, Evaluation, Students, Fiscal Responsibility and Curriculum. The faculty respondents perceived their chairpersons as placing the greatest _actual_ importance in the area of Evaluation, whereas the chairpersons saw themselves placing it fourth from the bottom in importance. The faculty saw Planning, Leadership, and Curriculum as the next areas in _actual_ importance to their chairpersons, whereas chairpersons saw themselves as putting little importance on Leadership. The faculty saw Curriculum as the _ideally_ most important area, but saw chairpersons _actually_ giving it less importance. The deans and chairpersons on the other hand, both considered the chairpersons to be placing more actual importance on Curriculum than they _ideally_ should. In the areas of Instruction and Inter-departmental Communication the faculty saw their chairpersons _actually_ ranking these areas much lower than did deans or chairpersons themselves. In both the _idealized_ and _actual_ perceptions the means for all the chairpersons were higher than the other two groups of respondents in 9 of the 11 task areas. Though the mean scores for all deans and all faculty were fairly consistent when considering the _idealized_ role of the chairperson, the faculty means were the lowest in all 11 task areas based on the perceived importance the chairperson _actually_ placed on those role expectations.

The above observations seem to suggest that individuals going into a position of chairperson should be aware of possible conflict in these areas identified and be particularly mindful of the need to communicate in these areas. There seems to be a special need to communicate with faculty about the fiscal and administrative demands of the position, and with deans about the particular needs and demands of the program, profession, and faculty.

It would be desirable and useful to compare the results of the present study with the findings from a similar study with a 100% response rate. However, such a return rate seems unrealistic and to expend the necessary energy in attempting such a study would be wasteful. There are more fruitful areas which need exploration.

One fruitful area of further investigation would be to try to determine why the three respondent groups considered Planning, for instance, to be the _ideally_ most important area for chairpersons, Fiscal Responsibility next in importance, and so on. Another area to investigate further would be to determine, in an age of growing accountability and of increasing concern with students, why the areas of Evaluation and Students were the task areas rated the lowest in terms of _idealized_ importance by each group of respondents.

In addition, what is the significance, in a time of increasing government regulation and intervention in health care, of the fact that each group of respondents saw the chairpersons placing little or no importance, both _ideally_ and _actually_, on items such as "Attempting to influence legislation which effects allied health education and health care delivery," and "Reviewing occupational trends and identifying implications for curriculum?"

Another type of research which would be a fruitful outgrowth of this study is of a quasi-experimental nature. If there is, in fact, a lack of adequate communication at the basis of the differences identified in the study, it might be productive to determine whether one can lower the degree of potential conflict and achieve greater congruence in role expectations by undertaking certain specified patterns of communication.

APPENDICES

APPENDIX A

LIST OF CHAIRPERSON ROLE EXPECTATIONS
TAKEN FROM THE LITERATURE

LIST OF ROLE EXPECTATIONS TAKEN FROM THE LITERATURE

Author	1. Group Leader
Morgan and Canfield	1. Formulate long-range plans and objectives. 2. Understand and implement organizational policy. 3. Identify priorities. 4. Apply democratic ideals. 5. Provide rewarding environment including opportunities for mobility. 6. Define and delegate authority.
Dilley	1. Provide ideas and innovations. 2. Influence. 3. Be a problem-solver.
Lee	Take responsibility for governance.
Underwood	Be a planner.
Miller	1. Be a leader...among peers, as superior, as subordinate. 2. Program development. 3. Climate setting (maintenance of a positive milieu). 4. Planning.
Smith	1. Involve faculty in decision making. 2. Involve students in decision making. 3. Participate in developing departmental admissions standards. 4. Seek to have department represented on college committees. 5. Develop long-range goals and objectives. 6. Review trends in student characteristics and identify implications for departmental programs. 7. Review occupational trends and identify implications for departmental programs. 8. Review new developments in departmental subject. 9. Resolve conflicts between faculty and central administrator. 10. Resolve conflicts among departmental faculty. 11. Resolve conflicts between students and faculty.
Dagenais	1. Engage in systematic planning and decision-making. 2. Identify central issues in administrative problems. 3. Define and clarify organizational goals and objectives. 4. Develop plans to achieve long and short range objectives. 5. Establish priority rankings among administrative problems. 6. Motivate faculty, students, and peers to increase cooperation and job satisfaction. 7. Recognize the general legal principles that affect program administration (legal responsibilities, liability, etc.)

Author	2. Resource Developer
Morgan and Canfield	1. Maintain capable staff. 2. Recognize and utilize skills 3. Assign work rationally. 4. Balance needs and goals. 5. Educate public. 6. Utilize lay and professional advisory committee for objectives and evaluation. 7. Identify government resources and directions where appropriate. 8. Identify and procure supplemental funding.
Dilley	1. Faculty development. 2. Be a fighter.
Doyle	Maintain records.
Euwema	Responsible for selection of new personnel.
Heimler	1. Recruit faculty. 2. Improve instruction. 3. Prepare semester schedules. 4. Maintain department records. 5. Make faculty schedules.
Lee	1. Recruit faculty. 2. Make recommendations for promotion and tenure.
Underwood	Be an organizer.
Miller	1. Faculty recruitment, selection, and development. 2. Grantspersonship.
Smith	1. Assign work space and facilities to faculty. 2. Assign faculty to teaching schedules. 3. Define teaching loads for faculty. 4. Orientate new faculty. 5. Be responsible for maintenance and repair of lab and classroom equipment and other tangibles. 6. Formulate policies relating to faculty use of materials and equipment. 7. Participate in faculty recruitment. 8. Maintain liaison with community agencies and organizations. 9. Encourage faculty to participate in conventions, conferences, etc. 10. Seek outside funds for the department. 11. Plan for long range department equipment needs. 12. Determine department class size policies.

Author	2. Resource Developer (cont'd)
Dagenais	1. Manage personnel. 2. Utilize recruiting and selection procedures. 3. Describe job responsibilities for self and subordinates. 4. Plan and execute personnel evaluations. 5. Consider the relationship between school, community, and government in decisions which affect program administration. 6. Attempt to influence legislation which influences allied health education and health care delivery.

	3. Communicator
Morgan and Canfield	1. Be open. 2. Effectively communicate organizational goals, problems, etc. 3. Keep organization and public informed of health developments. 4. Prepare effective presentations. 5. Prepare proper articles, etc. 6. Conduct meetings in a democratic manner. 7. Be well educated about language of areas for which have responsibility. 8. Utilize illustrative techniques in presentations.
Dilley	Interpret.
Doyle	1. State department aims and offerings. 2. Represent department. 3. Maintain department.
Heimler	1. Respond to on and off campus inquiries. 2. Attend meetings and conferences. 3. Requisition texts and library materials.
Lee	Present departmental needs to the dean.
Underwood	Be responsible for curriculum.
Miller	Communicate--one-way, two-way, with groups.
Smith	1. Represent department in community service projects. 2. Prepare departmental public relations program with program brochures, etc. 3. Report departmental accomplishments to dean.

Author	3. Communicator (cont'd)
Dagenais	1. Maintain a receptivity and accessibility to others through a knowledge of human behavior. 2. Utilize knowledge and techniques of group processes to facilitate interaction with faculty, students, peers, and supervisors. 3. Organize presentations which effectively convey ideas. 4. Conduct effective conferences and meetings.

	4. Educator
Morgan and Canfield	1. Be competent. 2. Be leader to faculty. 3. Evaluate and encourage revision of curriculum. 4. Evaluate student applicants. 5. Understand job market needs. 6. Evaluate program effectiveness. 7. Encourage publication. 8. Encourage faculty growth.
Dilley	Supervise curriculum.
Doyle	1. Assume teaching and supervisory functions. 2. Engage in personal research and scholarship.
Euwema	Develop a sound curriculum.
Heimler	1. Be responsible for departmental correspondence. 2. Develop and revise courses. 3. Review student petitions. 4. Develop programs. 5. Write student recommendations for employment and graduate school.
Lee	1. Teach. 2. Be responsible for curriculum development. 3. Do and encourage research.
Miller	1. Teach. 2. Be involved in student recruitment and selection.
Smith	1. Teach one or more classes each term. 2. Conduct research projects. 3. Counsel and advise students. 4. Implement in-service education for faculty. 5. Recruit students. 6. Participate in job placement of students. 7. Plan curriculum changes with faculty for two or more years in advance.

(continued...)

Author	4. Educator (cont'd)

Smith
(cont'd)
	8. Determine which department courses and/or sections
	     will be offered, added, or canceled each term.
	9. Approve additional class cards for department
	     course or section enrollments.

Dagenais	Consider the implications of alternative models of allied health education in terms of their ultimate effects on health delivery.

	5. Fiscal Officer
Morgan and Canfield	1. Understand budget system. 2. Use cost/benefit effectiveness. 3. Communicate budget needs. 4. Relate objectives to costs. 5. Reduce overlap.
Doyle	Prepare a departmental budget.
Heimler	Prepare a departmental budget and administer it.
Miller	Administer a budget.
Smith	1. Approve departmental purchase requests. 2. Seek larger share of college funds for department. 3. Prepare department's budget for submission to cen- tral administrator. 4. Oversee internal allocation of budget funds.

Dagenais	1. Utilize knowledge of financial aspects of adminis-
	     tration.
	2. Utilize knowledge of public and private funding
	     bases to secure financial support.
	3. Utilize principles of accounting in the management
	     of a departmental or program budget.
	4. Interpret salary schedules and payroll procedures.

Author	6. Evaluator
Morgan and Canfield	1. Evaluate faculty effectiveness. 2. Develop evaluation of department input and output. 3. Use consumer input to improve program. 4. Objectively evaluate organizational effectiveness. 5. Use evaluation information to improve system.
Dilley	Evaluate faculty and program.
Euwema	Periodically evaluate all personnel.
Heimler	Evaluate faculty and staff.
Underwood	Be an evaluator.
Smith	1. Evaluate faculty. 2. Implement procedures for reviewing faculty complaints. 3. Evaluate college education and administrative policies and/or procedures for purpose of recommending needed changes. 4. Review statistical data to evaluate department effectiveness.
Dagenais	1. Utilize techniques for systematic planning and implementation, e.g. PERT, PPBS, Task Analysis, etc. 2. Collect, analyze, and interpret data related to administrative problems.

APPENDIX B

ROLE EXPECTATION SECTION OF QUESTIONNAIRE

Directions:

The items in this questionnaire are behavioral competencies or role-expectations which have been identified in the literature as parts of the job of academic chairpersons. As there is occasional overlap in specific tasks which appear within different categories, please read over the entire questionnaire before filling it out.

You are asked to rate the importance of each task in two different ways. First, rate the importance you think is actually being placed on this task by the chairperson of the department of occupational therapy; and second, rate the importance you think the chairperson of the occupational therapy department should ideally be placing on this task. In each case record your two responses by drawing circles around the "importance scales" to the right of each task. If you have no knowledge of a task, draw a circle around the first zero. If you have no opinion about a task, draw a circle around the second zero.

Let us apply this scale to the first task (task number 1). The task states, "Defining and clarifying long-range goals and objectives." If you think that the chairperson of your department places no importance on this task, or does not consider it her/his responsibility, you should circle number 1 in the first set of numbers to the right of the task. Assume you think this chairperson ideally should place the highest importance on this task. You should circle the number 5 in the second set of numbers to the right of the task. Suppose that you have no knowledge about this task. Circle the first zero to the right of the task. If you have no opinion about the task, draw a circle around the second zero to the right of the task.

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low importance	Circle 2
Unimportant	Circle 1
No opinion/Knowledge	Circle 0

		Actual Importance		Ideal Importance	
PLANNING	Low	High	No Knowledge	Low	High	No Opinion
1. Defining and clarifying long-range goals and objectives.	1 2 3 4 5	0	1 2 3 4 5	0
2. Considering the implications of alternative models of allied health education in terms of their ultimate effects on health delivery	1 2 3 4 5	0	1 2 3 4 5	0
3. Developing plans to achieve long and short range objectives	1 2 3 4 5	0	1 2 3 4 5	0
4. Understanding and implementing organizational policy.	1 2 3 4 5	0	1 2 3 4 5	0
5. Reviewing long-range goals and objectives periodically	1 2 3 4 5	0	1 2 3 4 5	0
6. Collecting, analyzing and interpreting data related to administrative problems	1 2 3 4 5	0	1 2 3 4 5	0
7. Recognizing the general legal principles that affect program administration such as legal responsibility and liability	1 2 3 4 5	0	1 2 3 4 5	0
LEADERSHIP					
1. Making decisions	1 2 3 4 5	0	1 2 3 4 5	0
2. Attempting to influence legislation which effects allied health education and health care delivery	1 2 3 4 5	0	1 2 3 4 5	0
3. Delegating authority	1 2 3 4 5	0	1 2 3 4 5	0
4. Applying democratic ideas in the directing of the department	1 2 3 4 5	0	1 2 3 4 5	0

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low importance	Circle 2
Unimportant	Circle 1
No opinion/knowledge	Circle 0

		Actual Importance			Ideal Importance	
(LEADERSHIP)		Low	High	No Knowledge	Low	High	No Opinion

5. Motivating faculty, students, and peers to increase cooperation and job satisfaction — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

6. Describing job responsibilities for self and faculty/staff — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

7. Formulating policies relating to faculty use of materials, equipment, and other tangibles — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

8. Fighting for the department — 1 2 3 4 5 — 0 — 1 2 3 4 5 — -

9. Exerting influence where needed — 1 2 3 4 5 — 0 — 1 2 3 4 5

FISCAL RESPONSIBILITY

1. Relating objects to costs through cost benefit analysis — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

2. Utilizing knowledge of public and private funding bases to secure supplemental funding — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

3. Preparing and administering a departmental budget — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

4. Interpreting salary schedules and payroll procedures for faculty and staff — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

5. Reducing duplication and overlap in activities and expenditures — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

6. Communicating budget needs to staff and higher administration — 1 2 3 4 5 — 0 — 1 2 3 4 5 — 0

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low importance	Circle 2
Unimportant	Circle 1
No opinion/Knowledge	Circle 0

		Actual Importance			Ideal Importance	
(FISCAL RESPONSIBILITY)	Low	High	No Knowledge	Low	High	No Opinion
7. Approving departmental purchase requests	1 2 3 4 5		0	1 2 3 4 5		0
8. Seeking a larger share of college funds for department	1 2 3 4 5		0	1 2 3 4 5		0

EVALUATION

1. Developing and utilizing a system for curriculum evaluation	1 2 3 4 5		0	1 2 3 4 5		0
2. Evaluating college education and administration policies and/or procedures, for the purpose of recommending needed changes	1 2 3 4 5		0	1 2 3 4 5		0
3. Utilizing lay and professional advisory committees for program evaluation and improvement	1 2 3 4 5		0	1 2 3 4 5		0
4. Reviewing statistical data to evaluate departmental effectiveness	1 2 3 4 5		0	1 2 3 4 5		0
5. Developing a system for evaluation of departmental output and input	1 2 3 4 5		0	1 2 3 4 5		0
6. Evaluating faculty and staff effectiveness	1 2 3 4 5		0	1 2 3 4 5		0

CURRICULUM

1. Developing new courses	1 2 3 4 5		0	1 2 3 4 5		0
2. Revising courses based on evaluation	1 2 3 4 5		0	1 2 3 4 5		0
3. Encouraging development of a sound curriculum	1 2 3 4 5		0	1 2 3 4 5		0

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low importance	Circle 2
Unimportant	Circle 1
No opinion/Knowledge	Circle 0

		Actual Importance			Ideal Importance	
(CURRICULUM)		Low	High	No Knowledge	Low	High	No Opinion
4.	Displaying competence in the field	1 2 3 4 5		0	1 2 3 4 5		0
5.	Identifying implications for curriculum of new developments in the field	1 2 3 4 5		0	1 2 3 4 5		0
6.	Reviewing occupational trends and identifying implications for curriculum	1 2 3 4 5		0	1 2 3 4 5		0
7.	Planning curricular changes with the faculty for two or more years in advance	1 2 3 4 5		0	1 2 3 4 5		0
	INSTRUCTION						
1.	Working with faculty to improve instruction	1 2 3 4 5		0	1 2 3 4 5		0
2.	Assigning faculty to teaching schedules	1 2 3 4 5		0	1 2 3 4 5		0
3.	Participating in development of departmental admissions standards	1 2 3 4 5		0	1 2 3 4 5		0
4.	Determining departmental class size policies	1 2 3 4 5		0	1 2 3 4 5		0
5.	Defining teaching loads for faculty	1 2 3 4 5		0	1 2 3 4 5		0
6.	Assigning work space and facilities to faculty	1 2 3 4 5		0	1 2 3 4 5		0
7.	Taking responsibility for maintenance and repair of lab and classroom equipment	1 2 3 4 5		0	1 2 3 4 5		0

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low importance	Circle 2
Unimportant	Circle 1
No opinion/Knowledge	Circle 0

	Actual Importance			Ideal Importance		
CLIMATE SETTING	Low	High	No Knowledge	Low	High	No Opinion
1. Recognizing problems in department	1 2 3 4 5		0	1 2 3 4 5		0
2. Attempting to minimize barriers to maximum departmental efficiency	1 2 3 4 5		0	1 2 3 4 5		0
3. Recognizing and utilizing employee skills	1 2 3 4 5		0	1 2 3 4 5		0
4. Striving to balance needs and goals for department	1 2 3 4 5		0	1 2 3 4 5		0
5. Maintaining a capable support staff	1 2 3 4 5		0	1 2 3 4 5		0
6. Maintaining a departmental library	1 2 3 4 5		0	1 2 3 4 5		0
FACULTY DEVELOPMENT						
1. Encouraging faculty to participate in conventions, conferences, and meetings	1 2 3 4 5		0	1 2 3 4 5		0
2. Leading the faculty in establishing goals for growth	1 2 3 4 5		0	1 2 3 4 5		0
3. Encouraging research and publication	1 2 3 4 5		0	1 2 3 4 5		0
4. Making recommendations for promotion and tenure	1 2 3 4 5		0	1 2 3 4 5		0
5. Orienting new faculty	1 2 3 4 5		0	1 2 3 4 5		0
6. Developing in-service education for new faculty	1 2 3 4 5		0	1 2 3 4 5		0
7. Recruiting faculty	1 2 3 4 5		0	1 2 3 4 5		0
8. Providing a rewarding environment including opportunities for mobility within the department	1 2 3 4 5		0	1 2 3 4 5		0
9. Involving faculty in decision making	1 2 3 4 5		0	1 2 3 4 5		0

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low importance	Circle 2
Unimportant	Circle 1
No opinion/Knowledge	Circle 0

		Actual Importance			Ideal Importance		
EXTRA-DEPARTMENTAL COMMUNICATION		Low	High	No Knowledge	Low	High	No Opinion
1.	Attending meetings and conferences	1 2 3 4 5		0	1 2 3 4 5		0
2.	Keeping the institution and public informed of health developments	1 2 3 4 5		0	1 2 3 4 5		0
3.	Preparing quality articles and communiques	1 2 3 4 5		0	1 2 3 4 5		0
4.	Effectively communicating organizational goals and problems to other departments and agencies	1 2 3 4 5		0	1 2 3 4 5		0
5.	Maintaining liaison with community agencies and organizations	1 2 3 4 5		0	1 2 3 4 5		0
6.	Taking responsibility for departmental correspondence	1 2 3 4 5		0	1 2 3 4 5		0
7.	Presenting departmental accomplishments to the dean	1 2 3 4 5		0	1 2 3 4 5		0
8.	Representing the department in community service projects	1 2 3 4 5		0	1 2 3 4 5		0
9.	Seeking to have the department represented on college committees	1 2 3 4 5		0	1 2 3 4 5		0
10.	Preparing departmental public relations programs with brochures and other publicity	1 2 3 4 5		0	1 2 3 4 5		0
11.	Presenting departmental needs to the dean	1 2 3 4 5		0	1 2 3 4 5		0

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low importance	Circle 2
Unimportant	Circle 1
No opinion/Knowledge	Circle 0

	INTER-DEPARTMENTAL COMMUNICATION	Actual Importance			Ideal Importance		
		Low	High	No Knowledge	Low	High	No Opinion
1.	Maintaining a receptivity and accessibility to others	1 2 3 4 5		0	1 2 3 4 5		0
2.	Learning the language (common terminology) of areas for which has responsibility	1 2 3 4 5		0	1 2 3 4 5		0
3.	Organizing presentations which effectively convey ideas	1 2 3 4 5		0	1 2 3 4 5		0
4.	Striving to resolve conflicts between faculty and central administrators	1 2 3 4 5		0	1 2 3 4 5		0
5.	Helping to resolve conflicts among departmental faculty	1 2 3 4 5		0 .	1 2 3 4 5		0
6.	Maintaining departmental records	1 2 3 4 5		0	1 2 3 4 5		0
7.	Conducting meetings in a manner to encourage involvement of all	1 2 3 4 5		0	1 2 3 4 5		0
8.	Implementing procedures for reviewing faculty complaints	1 2 3 4 5		0	1 2 3 4 5		0
9.	Striving to resolve conflicts between students and faculty	1 2 3 4 5		0	1 2 3 4 5		0

Rating Scale

Highest importance	Circle 5
Very important	Circle 4
Average importance	Circle 3
Low Importance	Circle 2
Unimportant	Circle 1
No opinion/knowledge	Circle 0

	STUDENTS	Actual Importance Low High	No Knowledge	Ideal Importance Low High	No Opinion
1.	Reviewing trends in student characteristics	1 2 3 4 5	0	1 2 3 4 5	0
2.	Identifying implications of changing student characteristics for departmental programs	1 2 3 4 5	0	1 2 3 4 5	0
3.	Evaluating student applications	1 2 3 4 5	0	1 2 3 4 5	0
4.	Involving students in decision making	1 2 3 4 5	0	1 2 3 4 5	0
5.	Reviewing student petitions	1 2 3 4 5	0	1 2 3 4 5	0
6.	Counseling and advising students	1 2 3 4 5	0	1 2 3 4 5	0
7.	Teaching students	1 2 3 4 5	0	1 2 3 4 5	0
8.	Writing student recommendations for employment and graduate school	1 2 3 4 5	0	1 2 3 4 5	0

APPENDIX C

DEAN/FACULTY DESCRIPTIVE INFORMATION
AND CHAIRPERSON DESCRIPTIVE INFORMATION SECTIONS

Please check the appropriate blank or fill in the space provided for the following items:

1. Your age at your last birthday was:

   ___ 20-25   ___ 51-55
   ___ 26-30   ___ 56-60
   ___ 31-35   ___ 61-65
   ___ 36-40   ___ 66-70
   ___ 41-45   ___ over 70
   ___ 46-50

2. Indicate your sex: ___ female   ___ male

3. Degrees held beyond the bachelor's (please write in field):

   ___ M.A., in _____
   ___ M.S., in _____
   ___ M.Ed., in _____
   ___ Ph.D., in _____
   ___ Other (please list) _____

4. Your official title:_____

5. Length of time in present position:

   ___ under 1 year   ___ 7-8 years
   ___ 1-2 years   ___ 9-10 years
   ___ 3-4 years   ___ 11-12 years
   ___ 5-6 years   ___ over 12 years

APPENDIX D

CONFLICT AND JOB SATISFACTION SECTION OF QUESTIONNAIRE

CHAIRPERSON
DESCRIPTIVE INFORMATION

1. Your age at your last birthday was:

    ____ 20-25   ____ 51-55
    ____ 26-30   ____ 56-60
    ____ 31-35   ____ 61-65
    ____ 36-40   ____ 66-70
    ____ 41-45   ____ over 70
    ____ 46-50

2. Indicate your sex: ____ female   ____ male

3. Degrees held beyond the bachelor's (please write in field):
    ____ M.A., in _____
    ____ M.S., in _____
    ____ M.Ed., in _____
    ____ Ph.D., in _____
    ____ Other (please list)_____

4. Your official title:_____

5. Length of time in present position:

    ____ under 1 year   ____ 7-8 years
    ____ 1-2 years   ____ 9-10 years
    ____ 3-4 years   ____ 11-12 years
    ____ 5-6 years   ____ over 12 years

6. Number of full-time faculty in your department:

    ____ 1-2   ____ 5-6   ____ 9-10   ____ 13-14
    ____ 3-4   ____ 7-8   ____ 11-12   ____ 15-16

7. Number of part-time faculty in your department:

    ____ None   ____ 1-2   ____ 3-4   ____ 5-6   ____ 7-8

8. Number of students in occupational therapy program (fill in numbers):

    ____ freshmen   ____ juniors   ____ Certificate
    ____ sophomores   ____ seniors   ____ basic master's

9. Position of department within institution:

    ____ Department in a school/college of health related or allied
            health sciences/profession
    ____ Department in a college of medicine
    ____ A separate school within a university
    ____ A department in a private or state college
    ____ Other (please describe) _____

10. Are faculty in your department unionized?

    ____ yes   ____ no

Chairpersons: please answer the following two questions:

A. Indicate, using the scale to the right, the amount of conflict
   which you feel exists between you and your dean and/or faculty
   over your role in each of the following areas:

    ____ Planning   1 = no conflict
    ____ Leadership   2 = some conflict
    ____ Fiscal Responsibility   3 = much conflict
    ____ Evaluation
    ____ Curriculum
    ____ Instruction
    ____ Climate setting
    ____ Faculty development
    ____ Extra-departmental communication
    ____ Inter-departmental communication
    ____ Students

B. Check the space which indicates your level of overall satisfaction
   with your present job:

    ____ Very satisfied
    ____ Satisfied
    ____ Neutral
    ____ Dissatisfied
    ____ Very dissatisfied

____ Please send an abstract of the completed study to:

    Name:_____

Address:_____

APPENDIX E

RANKING OF EACH OF THE 87 IDEALIZED ROLE EXPECTATIONS
FOR EACH RESPONDENT GROUP AND FOR ALL GROUPS COMBINED

RANKINGS FOR EACH OF THE 87 IDEAL ROLE EXPECTATIONS FOR EACH RESPONDENT GROUP AND FOR ALL GROUPS COMBINED

ROLE EXPECTATIONS	DEANS (n=31)		CHAIRPERSONS (n=38)		FACULTY (n=127)		ALL COMBINED (n=196)	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
PLANNING								
1. Defining and clarifying long-range goals and objectives	9	4.23	11	4.49	10	4.23	11	4.32
2. Considering the implications of alternative models of allied health education in terms of their ultimate effects on health delivery	83.5	4.55	83	4.73	81	4.50	85	4.59
3. Developing plans to achieve long and short range objectives	18	3.79	38.5	4.15	36	3.98	34	3.97
4. Understanding and implementing organizational policy	86	4.77	82	4.71	82	4.52	86	4.67
5. Reviewing long-range goals and objectives periodically	71	4.35	73.5	4.57	48	4.17	65	4.36
6. Collecting, analyzing and interpreting data related to administrative problems	76	4.40	79	4.66	60.5	4.29	76.5	4.45
7. Recognizing the general legal principles that affect program administration such as legal responsibility and liability	11	3.63	45	4.23	30.5	3.89	29	3.92
LEADERSHIP								
8. Making decisions	46.5	4.13	56.5	4.39	55	4.23	52.5	4.25
	7	4.08	9.5	4.37	9	4.20	9	4.22
	80.5	4.52	77.5	4.63	77.5	4.46	82	4.54

ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
LEADERSHIP (cont'd)								
9. Attempting to influence legislation which effects allied health education and health care delivery	9.5	3.60	17	3.86	16	3.70	10.5	3.72
10. Delegating authority	46.5	4.13	60.5	4.43	66	4.34	60.5	4.30
11. Applying democratic ideals in the directing of the department	43	4.10	75	4.58	60.5	4.29	62	4.32
12. Motivating faculty, students, and peers to increase cooperation and job satisfaction	74.5	4.39	80	4.67	77.5	4.46	80	4.51
13. Describing responsibilities for self and faculty/staff	46.5	4.13	59	4.42	56.5	4.24	55.5	4.26
14. Formulating policies relating to faculty use of materials, equipment and other tangibles	12	3.64	5	3.57	2	3.30	3	3.50
15. Fighting for the department	31	3.97	56.5	4.39	73.5	4.43	55.5	4.26
16. Exerting influence where needed	61.5	4.27	86	4.75	84	4.56	81	4.53
FISCAL RESPONSIBILITY								
17. Relating objectives to costs through cost benefit analysis	11	4.32	9.5	4.37	8	4.17	10	4.29
18. Utilizing knowledge of public and private funding bases to secure supplemental funding	29	3.94	13	3.66	11	3.61	12	3.74
19. Preparing and administering a departmental budget	64	4.29	29	4.06	27.5	3.87	37.5	4.07
	87	4.80	87	4.91	87	4.74	87	4.82

ROLE EXPECTATIONS	DEANS Rank	DEANS Mean	CHAIRPERSONS Rank	CHAIRPERSONS Mean	FACULTY Rank	FACULTY Mean	ALL COMBINED Rank	ALL COMBINED Mean
FISCAL RESPONSIBILITY (cont'd)								
20. Interpreting salary schedules and payroll procedures for faculty and staff	82	4.53	53	4.32	67.5	4.35	71	4.40
21. Reducing duplication and overlap in activities and expenditures	66	4.30	84.5	4.74	64	4.32	76.5	4.45
22. Communicating budget needs to staff and higher administration	52	4.17	55	4.38	52	4.20	52.5	4.25
23. Approving departmental purchase requests	38	4.06	73.5	4.57	58.5	4.27	60.5	4.30
24. Seeking a larger share of college funds for the department	79	4.45	53	4.32	30.5	4.02	55.5	4.26
EVALUATION								
25. Developing and utilizing a system for curriculum evaluation	3	3.94	1	3.60	1	3.59	1	3.71
26. Evaluating college education and administration policies and/or procedures, for the purpose of recommending needed changes	46.5	4.13	7	3.62	15	3.69	16.5	3.81
27. Utilizing lay and professional advisory committees for program evaluation and improvement	70	4.33	3	3.34	43	4.07	26	3.91
	27.5	3.93	23.5	3.97	17.5	3.73	22	3.88
28. Reviewing statistical data to evaluate departmental effectiveness	53	4.18	37	4.14	41.5	4.04	45	4.12

ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
EVALUATION (cont'd)								
29. Developing a system for evaluation of departmental output and input.	18	3.79	14	3.71	4	3.45	8	3.65
30. Evaluating faculty and staff effectiveness.	2	3.31	1	2.82	1	2.59	1	2.91
CURRICULUM								
31. Developing new courses.	6	4.03	7.5	4.28	11	4.24	7	4.18
32. Revising courses based on evaluation.	72	4.37	81	4.70	85	4.58	83	4.55
33. Encouraging development of a sound curriculum.	68.5	4.32	76	4.59	69.5	4.38	75	4.43
34. Displaying competence in the field.	67	4.31	60.5	4.43	75.5	4.44	69.5	4.39
35. Identifying implications for curriculum of new developments in the field.	61.5	4.27	63	4.46	69.5	4.38	67	4.37
36. Reviewing occupational trends and identifying implications for curriculum.	39	4.06	62	4.44	50.5	4.19	49	4.23
37. Planning curricular changes with the faculty for two or more years in advance.	1	2.87	2	3.06	3	3.31	2	3.08
	35	4.03	48	4.26	71.5	4.41	49	4.23

ROLE EXPECTATIONS	DEANS Rank	Mean	CHAIRPERSONS Rank	Mean	FACULTY Rank	Mean	ALL COMBINED Rank	Mean
INSTRUCTION								
38. Working with faculty to improve instruction	10	4.24	7.5	4.28	6	4.12	8	4.21
39. Assigning faculty to teaching schedules	50	4.16	68.5	4.53	48	4.17	59	4.29
40. Participating in development of departmental admissions standards	56	4.20	53	4.32	53	4.20	51	4.24
41. Determining departmental class size policies	77.5	4.42	67	4.51	67.5	4.35	74	4.43
42. Defining teaching loads for faculty	85	4.58	38.5	4.15	35	3.96	49	4.23
43. Assigning work space and facilities to faculty	20.5	3.81	10	3.64	9	3.57	9	3.67
44. Taking responsibility for maintenance and repair of lab and classroom equipment	80.5	4.52	48	4.26	63	4.32	67	4.37
CLIMATE SETTING								
45. Recognizing problems in department	33	4.00	72	4.56	58.5	4.27	58	4.28
45. Recognizing problems in department	59.5	4.02	6	4.25	5	4.07	5	4.11
46. Attempting to minimize barriers to maximum departmental efficiency	59.5	4.23	77.5	4.63	83	4.55	78.5	4.47
47. Recognizing and utilizing employee skills	15	3.71	50	4.29	27.5	3.87	32.5	3.96
48. Striving to balance needs and goals for department	58	4.21	46	4.24	46	4.13	47	4.19
	77.5	4.42	58	4.41	75.5	4.44	72.5	4.42

ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
CLIMATE SETTING (cont'd)								
49. Maintaining a capable support staff	3	3.52	6	3.61	7	3.51	5	3.55
50. Maintaining a departmental library	35	4.03	51	4.30	30.5	3.89	37.5	4.07
FACULTY DEVELOPMENT								
51. Encouraging faculty to participate in conventions, conferences, and meetings	2	3.93	4	4.11	2	4.03	4	4.02
52. Leading the faculty in establishing goals for growth	56	4.20	71	4.56	80	4.49	72.5	4.42
53. Encouraging research and publication	25	3.87	21	3.94	13	3.65	18	3.82
54. Making recommendations for promotion and tenure	5	3.43	33	4.09	65	4.33	32.5	3.95
55. Orienting new faculty	59.5	4.23	68.5	4.53	56.5	4.24	63.5	4.33
56. Developing in-service education for new faculty	7.5	3.53	25.5	4.00	37	3.99	19	3.84
57. Recruiting faculty	23.5	3.83	11.5	3.65	22	3.77	13.5	3.75
58. Providing a rewarding environment including opportunities for mobility within the department	22	3.82	21	3.94	23	3.81	20.5	3.86
59. Involving faculty in decision making	83.5	4.55	71	4.56	62	4.30	78.5	4.47

ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
EXTRA-DEPARTMENTAL COMMUNICATION								
60. Attending meetings and conferences	1	3.81	3	4.00	3	3.94	3	3.92
61. Keeping the institution and public informed of health developments	16	3.74	21	3.94	38	4.01	24	3.90
62. Preparing quality articles and communiques	9.5	3.60	9	3.63	12	3.63	7	3.62
63. Effectively communicating organizational goals and problems to other departments and agencies	23.5	3.83	29	4.06	24.5	3.82	24	3.90
64. Maintaining liaison with community agencies and organizations	13	3.67	48	4.26	44	4.10	35	4.01
65. Taking responsibility for departmental correspondence	51	4.16	40.5	4.14	33.5	3.95	41	4.09
66. Presenting departmental accomplishments to the dean	26	3.90	29	4.06	19	3.74	24	3.90
67. Representing the department in community service projects	54	4.19	65	4.49	73.5	4.43	67	4.37
68. Seeking to have the department represented on college committees	5	3.52	8	3.63	5.5	3.46	4	3.54
69. Preparing departmental public relations programs with brochures and other publicity	7.5	3.53	33	4.09	33.5	3.95	20.5	3.86
70. Presenting departmental needs to the dean	5	3.52	11.5	3.65	8	3.55	6	3.57
	64	4.29	84.5	4.74	86	4.64	84	4.56

ROLE EXPECTATIONS	DEANS Rank	DEANS Mean	CHAIRPERSONS Rank	CHAIRPERSONS Mean	FACULTY Rank	FACULTY Mean	ALL COMBINED Rank	ALL COMBINED Mean
INTER-DEPARTMENTAL COMMUNICATION	8	4.14	5	4.18	7	4.14	6	4.15
71. Maintaining a receptivity and accessibility to others	56	4.20	65	4.49	79	4.48	69.5	4.39
72. Learning the language (common terminology) of areas for which has responsibility	37	4.04	33	4.09	45	4.11	39.5	4.08
73. Organizing presentations which effectively convey ideas	41	4.07	36	4.12	41.5	4.04	39.5	4.08
74. Striving to resolve conflicts between faculty and central administrators	42	4.08	27	4.03	50.5	4.19	42.5	4.10
75. Helping to resolve conflicts among departmental faculty	73	4.38	40.5	4.17	54	4.22	55.5	4.26
76. Maintaining departmental records	31	3.97	23.5	3.97	24.5	3.82	29	3.92
77. Conducting meetings in a manner to encourage involvement of all	44	4.11	65	4.49	71.5	4.41	63.5	4.34
78. Implementing procedures for reviewing faculty complaints	49	4.14	33	4.09	32	3.91	36	4.05
79. Striving to resolve conflicts between students and faculty	64	4.29	44	4.21	39.5	4.02	46	4.17
STUDENTS	4	4.01	2	3.94	2	3.77	2	3.91
80. Reviewing trends in student characteristics	20.5	3.81	43	4.20	20	3.75	29	3.92
81. Identifying implications of changing student characteristics for departmental programs	31	3.97	42	4.19	48	4.17	44	4.11

ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
STUDENTS (cont'd)								
82. Evaluating student applications	40	4.07	4	3.46	17.5	3.73	13.5	3.75
83. Involving students in decision making	14	3.68	25.5	4.00	21	3.76	16.5	3.81
84. Reviewing student petitions	36	4.03	18.5	3.91	26	3.83	29	3.92
85. Counselling and advising students	68.5	4.32	33	4.09	29	3.88	42.5	4.10
86. Teaching students	74.5	4.39	16	3.77	10	3.60	29	3.92
87. Writing student recommendations for employment and graduate school	18	3.79	18.5	3.91	5.5	3.46	10.5	3.72

APPENDIX F

RANKING OF EACH OF THE 87 ACTUAL ROLE EXPECTATIONS
FOR EACH RESPONDENT GROUP AND FOR ALL GROUPS COMBINED

RANKINGS FOR EACH OF THE 87 ACTUAL ROLE EXPECTATIONS FOR EACH RESPONDENT GROUP AND FOR ALL GROUPS COMBINED

ROLE EXPECTATIONS	DEANS (n=31) Rank	Mean	CHAIRPERSONS (n=38) Rank	Mean	FACULTY (n=127) Rank	Mean	ALL GROUPS COMBINED (n=196) Rank	Mean
PLANNING								
1. Defining and clarifying long-range goals and objectives	4.5	3.66	9	4.01	10	3.46	9	3.71
2. Considering the implications of alternative models in allied health education in terms of their ultimate effects on health delivery	64.5	4.00	68	4.29	67	3.70	70.5	4.00
3. Developing plans to achieve long and short range objectives	9.5	3.12	14	3.35	35.5	3.18	16.5	3.22
4. Understanding and implementing organizational policy	71	4.09	66	4.26	55	3.59	68	3.98
5. Reviewing long-range goals and objectives periodically	40	3.69	79	4.41	70	3.72	64.5	3.94
6. Collecting, analyzing and interpreting data related to administrative problems	53	3.88	59	4.05	43	3.33	48	3.75
7. Recognizing the general legal principles that affect program administration such as legal responsibility and liability	4	2.91	34	3.79	20	3.01	18	3.24
LEADERSHIP	59	3.96	41.5	3.89	67	3.70	57	3.85
	3	3.64	3	3.65	8.5	3.39	5.5	3.67
8. Making decisions	72	4.10	82.5	4.43	65	3.69	76	4.07

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ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
LEADERSHIP (cont'd)								
9. Attempting to influence legislation which effects allied health education and health care delivery	5	3.00	2	2.67	14	2.84	4	2.84
10. Delegating authority	27.5	3.53	63	4.16	45.5	3.39	45	3.69
11. Applying democratic ideals in the directing of the department	37	3.66	73	4.34	56	3.60	58	3.87
12. Motivating faculty, students, and peers to increase cooperation and job satisfaction	44	3.74	60	4.11	33	3.16	52	3.67
13. Describing job responsibilities for self and faculty/staff	31	3.58	44.5	3.92	26.5	3.07	34	3.52
14. Formulating policies relating to faculty use of materials, equipment, and other tangibles	16	3.33	13	3.33	20	3.01	16.5	3.22
15. Fighting for the department	64.5	4.00	86	4.53	81	3.99	84	4.17
16. Exerting influence where needed	46	3.80	76.5	4.39	72.5	3.73	66	3.97
FISCAL RESPONSIBILITY								
17. Relating objectives to costs through cost benefit analysis	7	3.76	10	4.02	5.5	3.34	9	3.71
18. Utilizing knowledge of public and private funding bases to secure supplemental funding	35	3.63	23	3.59	47.5	3.40	35	3.54
19. Preparing and administering a departmental budget	32	3.59	54.5	4.00	39	3.24	37	3.61
	85.5	4.35	87	4.73	83	4.08	87	4.39

ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
FISCAL RESPONSIBILITY (cont'd)								
20. Interpreting salary schedules and payroll procedures for faculty and staff	85.5	4.35	51.5	3.97	72.5	3.73	74.5	4.02
21. Reducing duplication and overlap in activities and expenditures	43	3.74	67	4.27	49	3.44	52.5	3.82
22. Communicating budget needs to staff and higher administration	42	3.73	48.5	3.95	38	3.21	40	3.63
23. Approving departmental purchase requests	15	3.30	58	4.05	37	3.19	33	3.51
24. Seeking a larger share of college funds for department	24	3.42	25.5	3.64	3	2.41	13	3.16
EVALUATION								
25. Developing and utilizing a system for curriculum evaluation	11	3.97	4	3.68	11	3.48	9	3.71
26. Evaluating college education and administration policies and/or procedures, for the purpose of recommending needed changes	74	4.13	44.5	3.92	63	3.68	61.5	3.91
27. Utilizing lay and professional advisory committees for program evaluation and improvement	83	4.30	61.5	4.14	80	3.96	80	4.13
28. Reviewing statistical data to evaluate departmental effectiveness	64.5	4.00	51.5	3.97	63	3.68	59	3.88
	55.5	3.90	44.5	3.92	63	3.68	55	3.83

ROLE EXPECTATIONS	DEANS Rank	DEANS Mean	CHAIRPERSONS Rank	CHAIRPERSONS Mean	FACULTY Rank	FACULTY Mean	ALL COMBINED Rank	ALL COMBINED Mean
EVALUATION (cont'd)								
29. Developing a system for evaluation of departmental output and input	64.5	4.00	18	3.47	45.5	3.39	38.5	3.62
30. Evaluating faculty and staff effectiveness	26	3.47	3	2.68	5	2.47	6	2.87
CURRICULUM								
31. Developing new courses	8	3.81	11	4.05	8.5	3.39	11	3.75
32. Revising courses based on evaluation	47.5	3.81	79	4.41	40.5	3.26	55	3.83
33. Encouraging development of a sound curriculum	38	3.67	69.5	4.30	25	3.06	43.5	3.68
34. Displaying competence in the field	60.5	3.97	79	4.41	54	3.57	68	3.98
35. Identifying implications for curriculum of new developments in the field	74	4.13	65	4.25	59.5	3.66	72.5	4.01
36. Reviewing occupational trends and identifying implications for curriculum	69	4.06	82.5	4.43	51.5	3.52	70.5	4.00
37. Planning curricular changes with the faculty for two or more years in advance	3	2.90	1	2.55	22	3.03	3	2.83
	77	4.16	56.5	4.03	57	3.64	64.5	3.94

ROLE EXPECTATIONS	DEAN		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
INSTRUCTION								
38. Working with faculty to improve instruction	6	3.70	6	3.79	2	3.15	3	3.55
39. Assigning faculty to teaching schedules	50	3.87	51.5	3.97	30.5	3.10	41	3.65
40. Participating in development of departmental admissions standards	6	3.06	16	3.42	28.5	3.08	15	3.19
41. Determining departmental class size policies	74	4.13	74.5	4.38	82	4.03	85	4.18
42. Defining teaching loads for faculty	55.5	3.90	48.5	3.95	20	3.01	38.5	3.62
43. Assigning work space and facilities to faculty	7	3.08	5	2.74	1	2.20	1	2.67
44. Taking responsibility for maintenance and repair of lab and classroom equipment	80	4.25	71	4.31	67	3.70	77.5	4.09
	36	3.64	36	3.80	17.5	2.95	27.5	3.46
CLIMATE SETTING								
45. Recognizing problems in department	4.5	3.66	7	3.82	3.5	3.32	4	3.60
46. Attempting to minimize barriers to maximum departmental efficiency	76	4.14	82.5	4.43	77	3.86	81	4.14
47. Recognizing and utilizing employee skills	1	2.61	19	3.48	12	2.79	10	2.96
48. Striving to balance needs and goals for department	19.5	3.38	17	3.46	42	3.29	22	3.38
	64.5	4.00	74.5	4.38	85	4.11	83	4.16

ROLE EXPECTATIONS	DEAN Rank	DEAN Mean	CHAIRPERSON Rank	CHAIRPERSON Mean	FACULTY Rank	FACULTY Mean	ALL COMBINED Rank	ALL COMBINED Mean
CLIMATE SETTING (cont'd)								
49. Maintaining a capable support staff	14	3.26	12	3.32	16	2.88	12	3.15
50. Maintaining a departmental library	87	4.59	38.5	3.86	23.5	3.04	55	3.83
FACULTY DEVELOPMENT								
51. Encouraging faculty to participate in conventions, conferences, and meetings	1	3.50	1	3.61	1	3.05	1	3.39
52. Leading the faculty in establishing goals for growth	68	4.03	85	4.53	78	3.89	82	4.15
53. Encouraging research and publication	55.5	3.93	37	3.81	61	3.67	50.5	3.80
54. Making recommendations for promotion and tenure	30	3.56	38.5	3.86	74	3.74	46	3.72
55. Orienting new faculty	33	3.60	44.5	3.92	17.5	2.95	31	3.49
56. Developing in-service education for new faculty	19.5	3.38	21	3.54	32	3.12	21	3.35
57. Recruiting faculty	12	3.18	6	2.81	6	2.62	7	2.88
58. Providing a rewarding environment for mobility within the department	9.5	3.12	9	3.14	4	2.42	8.5	2.89
59. Involving faculty in decision making	27.5	3.53	51.5	3.97	13	2.81	24.5	3.44

ROLE EXPECTATIONS	DEAN Rank	Mean	CHAIRPERSON Rank	Mean	FACULTY Rank	Mean	ALL COMBINED Rank	Mean
EXTRA-DEPARTMENTAL COMMUNICATION	2	3.58	2	3.63	7	3.37	2	3.53
60. Attending meetings and conferences	58	3.94	54.5	4.00	84	4.09	72.5	4.01
61. Keeping the institution and public informed of health developments	8	3.11	4	2.70	15	2.86	8.5	2.89
62. Preparing quality articles and communiques	2	2.83	8	3.05	7.5	2.68	5	2.85
63. Effectively communicating organizational goals and problems to other departments and agencies	18	3.37	20	3.53	26.5	3.07	19.5	3.32
64. Maintaining liaison with community agencies and organizations	41	3.71	22	3.58	28.5	3.08	27.5	3.46
65. Taking responsibility for departmental correspondence	64.5	4.00	72	4.32	79	3.95	77.5	4.09
66. Presenting departmental accomplishments to the dean	52	3.88	69.5	4.30	86	4.12	79	4.10
67. Representing the department in community service projects	34	3.61	10	3.16	10.5	2.76	14	3.18
68. Seeking to have the department represented on college committees	21	3.40	29	3.73	53	3.53	36	3.55
69. Preparing departmental public relations programs with brochures and other publicity	13	3.24	11	3.19	9	2.73	11	3.05
70. Presenting departmental needs to the dean	81	4.28	76.5	4.39	87	4.15	86	4.27

ROLE EXPECTATIONS	DEANS Rank	DEANS Mean	CHAIRPERSONS Rank	CHAIRPERSONS Mean	FACULTY Rank	FACULTY Mean	ALL COMBINED Rank	ALL COMBINED Mean
INTER-DEPARTMENTAL COMMUNICATION								
71. Maintaining a receptivity and accessibility to others	9	3.82	8	3.95	3.5	3.32	7	3.70
72. Learning the language (common terminology) of areas for which has responsibility	60.5	3.97	82.5	4.43	59.5	3.66	74.5	4.02
73. Organizing presentations which effectively convey ideas	78.5	4.19	28	3.70	76	3.82	60	3.90
74. Striving to resolve conflicts between faculty and central administrators	39	3.68	24	3.61	35.5	3.18	31	3.49
75. Helping to resolve conflicts among departmental faculty	25	3.46	40	3.88	30.5	3.10	29	3.48
76. Maintaining departmental records	47.5	3.81	41.5	3.89	10.5	2.76	31	3.49
77. Conducting meetings in a manner to encourage involvement of all	45	3.79	61.5	4.14	75	3.79	61.5	3.91
78. Implementing procedures for reviewing faculty complaints	70	4.07	64	4.22	50	3.48	63	3.92
79. Striving to resolve conflicts between students and faculty	29	3.54	30	3.74	7.5	2.68	19.5	3.32
STUDENTS								
80. Reviewing trends in student characteristics	55.5	3.90	47	3.94	44	3.34	47	3.73
81. Identifying implications of changing student characteristics for departmental programs	22.5	3.41	31	3.76	34	3.17	26	3.45

ROLE EXPECTATIONS	DEANS		CHAIRPERSONS		FACULTY		ALL COMBINED	
	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean
STUDENTS (cont'd)								
82. Evaluating student applications	84	4.33	15	3.36	70	3.72	50.5	3.80
83. Involving students in decision making	22.5	3.41	25.5	3.64	40.5	3.26	24.5	3.44
84. Reviewing student petitions	49	3.85	34	3.79	58	3.65	49	3.76
85. Counseling and advising students	78.5	4.19	56.5	4.03	70	3.72	68	3.98
86. Teaching students	82	4.29	32	3.78	47.5	3.40	52.5	3.82
87. Writing student recommendations for employment and graduate school	51	3.88	27	3.65	51.5	3.52	43.5	3.68

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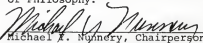
BIOGRAPHICAL SKETCH

Rosalee Miller was born in Elyria, Ohio, on June 6, 1944. She attended the Wellington Public Schools and graduated from Wellington High School in 1962.

Her undergraduate work was completed at Doane College in Crete, Nebraska, and Earlham College in Richmond, Indiana. She graduated from Earlham College in 1966 with a major in human relations and psychology, and a minor in biology. She received her Certificate of Proficiency in occupational therapy from the University of Pennsylvania in 1968 and passed the National Registering Examination to become a Registered Occupational Therapist that same year. In August, 1972, she received a Master of Science degree in occupational therapy and community health from Boston University.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Michael Y. Nunnery, Chairperson
Professor of Educational Administration

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Lela A. Llorens
Professor and Chairperson of
Occupational Therapy

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

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This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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